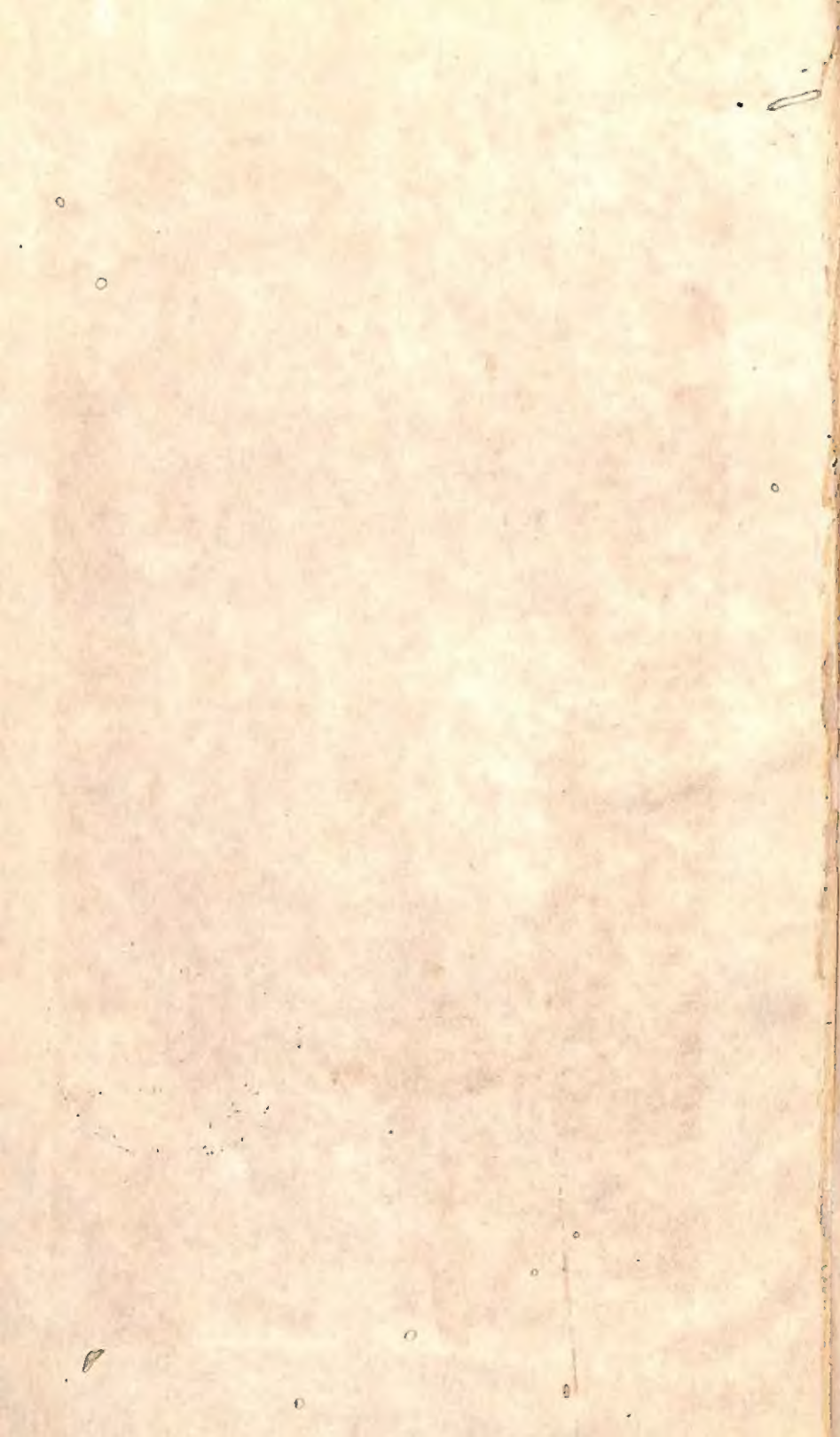


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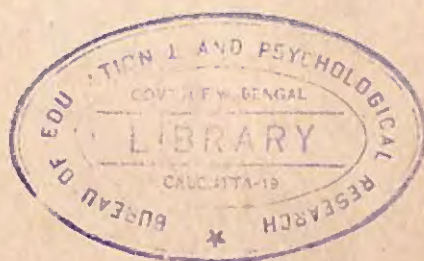


**A SURVEY OF
EDUCATIONAL PROBLEMS
AND
EXPERIMENTS IN INDIA**

By

DR. S. P. CHAUBE

*Recipient of the G. J. Watumull Memorial Award in Education,
Department of Education, Lucknow University, Lucknow.*



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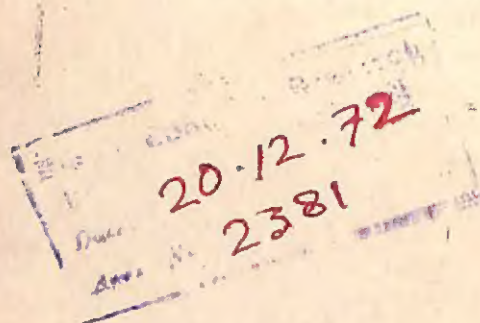
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To his Teacher
Dr. Howard T. Batchelder,
Professor of Education, Associate Dean,
and Director of Graduate Studies, School of Education,
Indiana University, Bloomington Indiana, U. S. A.
—As a Token of Deep Devotion & Gratitude

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2 PREFACE

This book is an English version of the author's Hindi book entitled *Bhartiya Shiksha Ki Samasyayen Aur Parikshan*. The popularity of this Hindi work has necessitated the publication of this English edition.

With the establishment of democracy in our country, we are actively engaged in the reconstruction of our education along with other nation-building enterprises. The present volume intends to help those engaged in the reconstruction of our education to understand better the problems they are tackling with. However, it also analyses how the political, social, economic and technological upheavals have influenced the course of education in our land. It is hoped that this analysis will better enable us to understand how education has to be a mirror of society which it is supposed to serve. Evidently, in our reconstruction of education we have always to keep the needs of society in view.

Besides, this book further aims to serve the needs of students of 'educational problems and experiments in India' in the B. A. (Education), L. T., B. T., B. Ed., and M.Ed. classes in our universities.

It is for the readers to judge how far the author has been successful in his undertaken endeavour. But if this humble attempt of the author stimulates them to think further in the surveyed areas herein, he will feel amply rewarded.

Constructive suggestions for the improvement of this book
will be highly appreciated.

January 1, 1965
Karma Bhumi,
Near New Railway Crossing,
Lucknow-6.

S. P. CHAUBE

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The first part of the paper is devoted to a general
discussion of the problem. It is shown that the
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The second part of the paper is devoted to a
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SOCIAL EDUCATION

A majority of the Indian population is illiterate. The country since independence is trying to keep pace with other democratic countries of the world, but illiteracy has all along been a stumbling block in our political, economic and social progress. A nation whose people cannot understand their responsibilities towards the society, and who fail to grasp the intricacies of political problems, hardly succeed in running the country on democratic lines. Democracy is a hoax in a country whose people swear by it, but fail to understand the principles governing it. It was on account of this factor that the leaders of the country ever since it attained freedom tried to spread social education in order to make the people politically, economically and socially strong.

PHILOSOPHY OF ADULT EDUCATION

It has been universally recognised that democracy succeeds in a country where people understand its principles. This political wisdom can be attained only through education. Efforts in the sphere of adult education were started sometime back with the aim of spreading literacy, but learning the alphabets does not constitute education, although it is true that it helps in acquiring education. As long as the society dwells in ignorance and people continue to remain illiterate it becomes poorer and weaker because a handful of unscrupulous persons who are cunning and wealthy wield political powers and exploit others.

For simple adult education, some time should be devoted regularly, but for technical or industrial education sufficient time has to be provided for. Such subjects should be taught to adults which interest them. The aim of adult education is not fulfilled by merely imparting bookish knowledge nor is it fulfilled by implementing a scheme constituting a programme for learning attractive words and phrases giving expression to noble sentiments. In fact, the illiterate should be taught the basic principles of education in an attractive manner. This type of adult education has no time limit. The process should continue as long as the individual lives. In this way, when knowledge develops and interest is created, people will themselves make efforts to understand the atmosphere surrounding them.

In the sphere of adult education the fact that should constantly remain before us is that adult education does not mean

simply to enable some adult illiterates to put their signatures on paper, or by making some people learn the alphabets to solve some short-term problems. India, in fact, is surrounded with many social evils and for their eradication short term adult education programmes will not serve the purpose. The adult education should be such as to meet the requirements of various activities in the field of social welfare. An evaluation of the efforts made in this field since last so many years has shown that our efforts in the past did not bear fruit. The result had been that the adults continued to be illiterate as before.

Adult education-drive motivated by political reasons hardly succeeds. To ensure its success, the adult education movement should aim at developing an adult mentally and culturally. It should further aim to make the adult know his responsibilities as a citizen. Emphasis should be laid on vocational education. So far, good and adequate arrangements in the field of adult education has neither been made by the government nor by the social reformers. Unless the government steps in effectively, the future of adult education will remain in the dark.

For producing cultured citizens, enlightened voters, efficient craftsmen and artisans, the state should provide adult education with programmes of cultural, physical, social and vocational training. Only this type of education will meet the demands of a good social education.

SOCIAL EDUCATION IN INDIA

Good work in the sphere of adult education had been done in advanced countries like U. S. S. R., Japan, Denmark, U.S.A., England, Germany, etc., while in India where the problem of adult education has been acute, adult education movement was started very late. In the countries where women of different professions learn three Rs provision is also made for further education in the subjects of their liking and their profession. Training is imparted in various subjects relating to industry, commerce, literature, science, arts, etc. For persons who could not pursue interest in early days, centres of adult education, night schools, university extension-classes and continuation schools have been organised.

As compared to some advanced nations, the condition of social education in our country is in a poor state. However, steps are being taken in this direction. A brief account of these steps taken in the country is given below.

Early Efforts

India did not make any noteworthy progress in the sphere of adult education during the first two decades of the 20th century. Only in the provinces of Madras, Bombay and Bengal some night schools were established, but the aims of adult education remained undefined in these institutions. Arrangements were also made in these schools to give some sort of education to boys who could not attend regular schools due to poverty. In the year 1909 the number of such institutions in Madras, Bengal and Bombay were 775, 1,082 and 107 respectively. The number decreased in the succeeding years. The people were given some rights by the foreign government in the year 1921 by virtue of which they entered the legislatures. The representatives of the people in the legislatures felt the necessity of adult education and they made efforts to draw the attention of the government to this important problem. Consequently some libraries were set up.

From 1920 onwards education came in the hands of the people's representatives in the legislature. These representatives felt the need of adult education. Hence education made some progress in the provinces of Punjab, U. P., Bombay and Madras. In the year 1927 there were as many as 5,604 schools for adult education in Madras, 1,519 in Bengal, 193 in Bombay and 3,784 in Punjab. A statement of progress made in adult education from 1922 as shown in the statement of the Education Ministry of the Government of India is given below:

<i>Year</i>	<i>Number of Students</i>	<i>Number of Schools</i>
1922-23	17,776	630
1923-24	40,883	1,528
1924-25	61,961	2,372
1925-26	85,371	3,206
1926-27	98,414	3,784

The pace of expansion of adult education went down since 1929 due to economic conditions. Many centres of adult education had to be closed down. Political upheavals and social inequalities also created obstacles. Only a few missionaries could continue their good work.

Bombay as compared to other provinces made better progress till 1937. 'Adult Education League' of Poona and 'Sewa Sadan' 'Social League,' and 'Bombay City Literacy Centre' of Bombay were some of the liberal organisations which kept on the work of adult education and through their selfless efforts nearly 143 insti-

tutions were established till the year 1932-33. These institutions had about 5,660 students and adults on their rolls. By 1937 the number of schools and students went up to 180 and 6,229 respectively. Libraries were also established at Baroda and Travancore but the progress slowed down by the end of the year 1937.

In the majority of provinces, with the coming in of the popular ministries in accordance with the Government of India Act, 1935, the people's representatives raised the voice for the expansion of adult education. The governments in provinces also felt the need of educated citizens who could understand the responsibilities of citizenship so that they might prove helpful in the implementation of various welfare plans. With Government and public co-operation the adult education programme gathered momentum and the work continued with greater vigour.

The then rulers having realised the importance of adult education made efforts. While laying down the curricula of adult education its sphere was extended from ordinary literacy to social education and beside making provision of books for educational purposes other equipments like magic lantern, pamphlets and cinema-shows were also arranged.

PROGRESS OF ADULT EDUCATION IN VARIOUS PROVINCES

In 1939-40 the adult education programme took a new turn. A movement was launched in every province which aimed that every literate person should make an illiterate literate.

Uttar Pradesh

The adult education department was established in this province in the year 1930. This department continued its activities. With the coming in of the Congress Ministry in the year 1937 the programme of adult education was pursued with renewed vigour. Night schools were opened in a large number. New literacy centres, libraries and reading-rooms were established and a decision was made to observe every year a 'literacy day' and a 'literacy week.' On the occasion of the first 'literacy day' as many as 768 libraries and 2,600 reading-rooms were opened in the villages of U. P. Forty libraries were also set up for women in 1940. In the year 1941-42 272 more libraries were opened. In this very year 50 women welfare centres in Faizabad district were given a grant of Rs. 500 each and the government published books on such subjects as Hindi, Urdu, Geography, History, Arithmetic and arts for the use of adults.

The Punjab

The Punjab Government sanctioned a grant of Rs. 28,800 in their first plan towards the literacy movement. With this money new schools were set up and aid was given to the existing institutions. Their number at that time was 201. The 'learn and make other learn' movement spread vigorously in the Punjab.

Bihar

In Bihar under the leadership of Dr. Syed Mahmood some volunteers launched the 'make your home literate' movement in high spirit as a result of which nearly 24,289 adults were made literate during 1941-42. For this very purpose the 'Provincial Public Education Committee' was appointed. The most outstanding feature of the Bihar movement was that it continued even during the war years and every year nearly two lakh men were made literate. During 1942-43 nearly 1,11,000 adults passed the post-literacy test. This work was taken up with new zeal when the Congress ministry again took over the reins of the government in 1946.

Orissa

No noteworthy progress in this sphere was made in Orissa. Only 425 adult literacy centres were opened during 1940-41 where 8,147 adults received education.

Bengal

Adult education in Bengal was under the Rural Reconstruction Department. In its curriculum subjects like animal husbandry, agriculture, hygiene, co-operation and others connected with village life were included and every subject was kept under the officer-in-charge connected with it. In this way adult education made rapid strides amongst the farmers in Bengal.

Assam

In the province of Assam adult education department was set up under the charge of Public Literacy Officer. Under the direction of this officer nearly 1200 study centres were established in Assam. During 1941 a post-adult education programme was implemented for those who had learned the ordinary alphabets. Books and newspapers suited to their standard were published and reading-rooms catering to their taste were organised.

Bombay

The Bombay Government established a Provincial Education Board in 1927. The Government introduced the system of liberal grants for this work. The first Congress Ministry did praiseworthy work in the sphere of adult education. A sum of Rs. 50,000 was granted in 1942-43 for rural areas. In 1945 the government opened adult education centres at selected places and decided to spend Rs. 9,400 yearly on a centre. The target for each centre was to educate one thousand persons every year. An 'Adult Education Committee' was also established in Bombay city. Good progress was recorded in the city through this committee.

Native States

In the Mysore State the "Mysore State Literacy Council" did commendable work. The Mysore University also did good work. Some progress was made in the sphere of adult education in Sind and some other states. Nearly 4,050 adult education centres were opened in the Jammu and Kashmir State and about 28,000 persons came out of these centres as literate. Literacy as compared to that in British India was higher in percentage in Baroda and Travancore States. In the hilly areas and backward tribes literacy efforts were greatly concentrated.

After the attainment of freedom the leaders of the country having realised the importance of education and in the light of experience gained from the adult education movements during 1921-47 made efforts to raise resources to solve difficulties and problems that arose during these years. Sufficient literature was produced and a new system of teaching this particular literature was evolved. By then everybody had realised it fully that the education of adults was necessary for country's welfare so that the people might understand the various plans prepared for the uplift of the society and co-operate in implementing them. This aim could not be realised by simple literacy only and higher education upto some extent was necessary for adults. The adult education was, therefore, patterned on the ideal of social education.

PATTERN OF SOCIAL EDUCATION IN INDEPENDENT INDIA

The nation after independence considered the illiteracy of the masses as a curse. That country is considered backward whose people are illiterate. Illiterate citizens cannot realise the importance of their vote and as such they fail to understand the significance of democracy. It was because of this fact that the Indian

leaders, besides developing the entire sphere of education for children also tried to educate the adults so that they might live like worthy citizens of a free nation. In the absence of such education India was bound to lose its position in the eyes of other free nations. With this end in view the Government of India divided the programme of social education in the following parts:—

- (1) Making the illiterate persons literate.
- (2) To produce literary personalities in order to fill up the gap of literary education.
- (3) To develop consciousness in adults, towards their rights as citizens.

As indicated above, adult education is now termed as social education. In this education emphasis is given on the production of educated and literary persons and making citizens conscious of their rights, responsibilities and duties towards society and the country. As such stress is laid on the following subjects in particular:—

- (1) Knowledge of the rights and duties as a citizen, and working of democracy.
- (2) Acquiring a knowledge of the history and geography of the country as well as of the various cultures of the past and the present.
- (3) A knowledge of the individual and collective hygiene and basic principles of maintaining health.
- (4) Provision of such education which may help an adult to raise his financial status.
- (5) Knowledge of the principles of co-existence (the entire world is a family) and world ethics besides tolerance and accommodation of other's views.
- (6) Educating the higher emotions and thinking through the constructive approach of arts, music, literature, dance and other such things.

In order to implement the above programme a 12 item-plan was chalked out as below and accepted on May 31st, 1948.

1. The village school will become the centre of education, social work, sports and entertainment for the entire village.
2. Separate time will be allotted for the education of persons of different age groups.

3. Some days of the week will be allotted to women and girls.
4. Film shows, magic lantern, gramophone, projector and loudspeakers will be provided at least once a week.
5. Radios will be provided to schools and special programmes will be arranged in larger numbers for school-going boys.
6. Popular dramas with a social and public bias will be staged. Awards will be given to good performances.
7. National and folk songs will be arranged.
8. Handicrafts and training in other industries will be provided keeping in view the local requirements.
9. Lectures will be organised with the help of health, agriculture and labour department on the subjects of social health and community hygiene, agriculture, cottage industries and co operation.
10. For developing political consciousness in the rural population series of lectures by eminent scholars and statesmen will be arranged. Arrangements for staging film shows from time to time will be made with the help of Information and Broadcasting Department. In order to make the programme of social education practical help will be taken of the public organisation having faith in such constructive works.
11. Mass sports will be organised from time to time.
12. Arrangement for timely exhibitions and fairs will also be made.

In order to implement the above scheme a conference of states' Education Ministers was called in February, 1949, and it was decided that 50 per cent of adults in the age group of 12 years to 50 years should be made educated in three years. Work could not be done according to the decision of this conference. The reason was the financial difficulties. The Central Government in order to remove the financial handicap gave the provinces help amounting to rupees one lakh during the year 1949-50. In a few states some progress was made. The Government of India constituted a committee under the chairmanship of Sri M. L. Saxena for drawing up a programme for educating in the next five years people in the age group of 12 to 40 years. It was decided that the expenses incurred in implementing the decisions of this

committee would be met in a ratio of 50:50 by the state governments and the central government.

Whatever progress was achieved under this scheme in the sphere of social education is mentioned below.

In 1951, that is, during the first year, adult education centres were opened at Delhi and nearby areas. In the villages of Delhi province 60 centres were established, and for running them in accordance with the adult education system as many as 62 teachers were trained.

In Madras State the State Government established six rural colleges under the Citizen Education Scheme in 1949-50 and 100 citizenship schools were set up under the adult education expansion programme. Training centres were opened for the training of teachers in Tamil, Telegu, Kannari and Malayalam languages.

This scheme made good progress in the labour colonies of Bombay. Nearly 80 densely populated rural areas were selected for the experiment of social education. The Bombay city itself made good progress in the field of adult education. Adult education expansion officers were appointed in the rural and urban areas on area basis and every officer was charged with the responsibility of educating 1000 adults. Labour welfare centres were opened at Ahmedabad, Sholapur, Khandesh and Hubli for the expansion of social education among the labourers.

The Government hit upon a special method for popularising the adult education and generating enthusiasm for it in Madhya Pradesh and Berar. 451 adult education camps were opened in 1948-49 wherein 41,274 men and 20,924 women were educated in several subjects. The government in order to create interest in adult education announced to give rupees two to every man and rupees five to every woman who expanded adult education. The government also gave an allowance of rupees five to teachers in rural areas, besides giving them a pay of Rs. 20 per month. The government in order to further popularise this literacy programme distributed 1000 radio-sets to rural schools.

The U. P. Government undertook the programme of adult education with great enthusiasm during the First Five Year Plan. A separate department was opened for this particular purpose. Adult education institutions were set up in large numbers in 1938-49 in which 49,392 persons received education. As many as 62 institutions were opened for women alone. The number of adult education schools were 2,200 in 1951-52. In July, 1952 3,600 reading-rooms for men, 435 for women, besides 1,518 adult

libraries were opened. From 1948 to 1952 about 1,75,000 books were distributed and 13,50,000 persons were made literate in U. P.

The programme of adult education was implemented with great enthusiasm after 1947 in the states of Bengal, Hyderabad, Rajasthan and Jammu and Kashmir. The Government of India established an education centre for blind persons in Dehradun where a number of blind persons get education. The government also took steps for the education of deaf, dumb and physically handicapped persons.

The Government of India adopted the U. N. E. S. C. O. system with some modifications and started adult education centres. These adult education centres are functioning vigorously in refugee colonies. The scheme has three main objects: (1) literacy, (2) citizenship, and (3) development of thoughts through the help of audio-visual shows.

The adult will be made literate according to the programme given below:

- (a) Ability to write his own name besides the name of his relations, villages, Tehsils (sub-divisions) and districts. To enable them to write ordinary letters of daily life.
- (b) Ability to read and understand the contents of simple books and newspapers.
- (c) Ability to count upto 100 and write these figures; to do simple addition, subtraction, multiplication and division; to understand various types of measurements and weights; and to determine the values of coins.

For the other two objects of the scheme, *i. e.*, citizenship and audio-visual aids, drama, sports, music, dance, radio, cinema, celebrations, fairs, newspapers etc., are to be organised for spreading this type of general education.

This programme was to be implemented throughout the country by opening camps in every district. To implement the above programme the M. P. Government has made a scheme for opening four camps in every Tehsil (sub-division of a district) where volunteers will impart education to adults. Every such volunteer is required to possess the knowledge upto class VII at least. He is also expected to be above the age of 16 years. A director is there to supervise the work of these volunteers. This camp will work for five weeks at one place and move to another. Such camps have proved successful in M. P.

Having realised the utility of such camps other states in the country, too, are implementing this programme. It is contemplated to raise the duration of these camps to eight or eleven weeks as five weeks, time is not considered enough for this purpose. The college and university students and teachers are also being encouraged to devote some of their time in these camps as volunteer-teachers.

Community development and other expansion programmes are being implemented in every part of the country since 1952 under the First Five Year Plan. Social education has been given priority in these development programmes. Under these schemes provision of ample facilities has been made for the all-round development of the necessities of life and arrangements have been made for the development of knowledge, political sense, citizenship, sports and entertainment, hygiene and cleanliness etc. Experiments have been made on these subjects in the pilot-projects and for further developments these have been included in various schemes in the light of experience gained from the working of pilot-projects. However, it may be said on the basis of the report¹ of the progress of the Five Year Plan that these schemes have not so far completely succeeded in their objects.

The outline of the social education as included in the First Five Year Plan was organisation of social centres, opening of Janta² colleges, organisation of study circles in villages for the expansion of education, introduction of intensive library service, preparation of useful literature for adults and its distribution etc.

Social Centres

To provide education and facilities for social development to rural people public cultural-cum-welfare centres will be established and these will be known as social centres. Their sphere of activity will be much wider as compared to that of the present education centres. The common meeting place of the village, local school or the Panchayatghar would be given the shape of such centres.

Intensive Libraries

Intensive libraries for rural people will be established at the social centres but where such centres do not exist the libraries will be housed either in the local school or at the meeting room.

1. Progress Report, 1953-54, page 246.

2. Public.

They may even be opened in the Panchayatghar or in the house of a respectable man of the village. Books relating to civics, religion, agriculture, industries, co-operation, industrial or commercial practices, health, hygiene and domestic science will be kept in the libraries.

Janta¹ College

For producing trained workers for villages it is proposed to establish Janta Colleges. Workers trained in these colleges will work in these social centres. Public service, co-operation and co-existence will be the guiding principles for these workers. These trained men will work in the social centres as the local leaders. These Janta Colleges, unlike the other colleges, will train youths of both sexes to act as leaders of the rural workers in the sphere of cultural, social, educational and other activities of public welfare.

The Government of India held a seven days' conference at Mysore in February, 1956 in order to prepare a curriculum for these colleges. The conference made the following recommendations to the Government :—

1. The Janta Colleges should be patterned on old Ashram² type schools where students and teachers may live together. The colleges should possess agricultural land near them.
2. The supervision of these colleges should be given to well-organised and well-managed public organisations. Where such non-official bodies may not exist the Government itself will take the responsibility of running these colleges.
3. Sufficient grants and help should be extended by the government to run these colleges.
4. Only those in the age group of 15 to 40 years should be admitted to these colleges and separate colleges should exist for men and women.

Literature in Hindi and many other languages is being produced to suit adults. The Central Government have so far published more than 200 books in various languages. Maktab Jamia, an institution in Delhi, has taken the responsibility of producing such literature which suits children. In order to

1. People's.

2. The forest school of ancient India.

encourage the production of this type of literature the Central Government every year gives 15 awards of Rs. 500 each to deserving writers.

Similarly, awards are also given to persons contributing people's literature. A committee consisting of experts in literature has been formed to examine the literature for giving awards.

Summary

The percentage of literacy in India is very small. After independence the leader's attention went to this problem and realising the importance of education in a democracy the people's representatives chalked out a number of schemes for eradicating illiteracy. In the first phase the illiterate adults were educated. Arrangements were made for their education in the subjects of their interest. Adults education centres were set up in villages and financial assistance was given to them. People inspired by service motives rendered valuable help. The government opened a new department to deal with this problem. Education camps on the pattern of UNESCO education camps were opened by the Government of India. Social centres, intensive libraries and Janta Colleges were established under the Five Year Plan.

CHAPTER 2 PROBLEMS OF WOMEN EDUCATION

HISTORICAL BACKGROUND

The foreign rule in India, and particularly the Muslim rule, had adversely affected the growth of Indian womanhood as a result of which they fell a prey to various conservative traditions and in the end found themselves confined to the narrow four-walls of the home. The last hundred years of the British rule in India are important from the point of view of women's progress. The credit for bringing the Indian women out of their narrow precincts goes particularly to the foreign missionaries who rendered valuable service by setting up educational institutions for women. The first educational institution for women was established in the country in the year 1849 by Mr. D. W. Bethune, the then legal adviser to the Government of India. He donated a major part of his earning to this work and thus encouraged others to contribute towards this noble cause. Gradually different missionaries opened institutions for women education. By 1851 nearly 371 educational institutions had been opened in India of which 86 were residential institutions. In this way during the first half of the 19th century, that is, prior to the revolution of 1857, facilities for the education of as many as 11,193 girls existed in the country.

After the revolution in 1857 the pace of education expansion slowed down and no remarkable progress was made. In the year 1882, having realised the need of women's education the Government of India started giving grants to women's educational institutions on the basis of the recommendations of Education Commission. This step gave strength to women educational institutions and more new schools came into existence. In this way the number of women's institutions and girl students rose to 6,107 and 4,47,470, respectively, by the beginning of the 20th century. These institutions, besides primary schools, included 467 secondary schools and 12 colleges. The first 15 or 16 years of the 20th century are particularly important from the point of view of women's education. In 1904 Mrs. Annie Besant established the great institution named Central Hindu Girls School at Varanasi and in 1916 the first women's College, namely, the Lady Hardinge Medical College, was opened. Both the Government and the public showed keen interest in women's education. The public started sending girls to schools and the

Government extended financial help to girls' schools, scholarships and facilities for transport. With the opening of government girls' schools, inspectresses for them were also appointed. In this way till the First World War (approximately till 1917) there were 18,827 girls institutions with 12,30,419 girls on their rolls. Of these, besides primary schools, there were 689 secondary schools, 12 colleges and four commercial schools.

After the First World War and till the attainment of freedom there was a revolution in the sphere of women education. Mahatma Gandhi and other leaders and some prominent women organisations continued to agitate for more and more education and freedom to women. Their efforts produced good results and at the time of independence as many as 32,14,860 girls were receiving education in the undivided India. Of these, 16,284 were reading in the ordinary colleges while 40,843 were studying in industrial and other colleges. Thus it is clear that the pace of progress of women education remained satisfactory and the number of school-going girls increased three-fold during thirty years.

After the attainment of freedom the expansion of women's education became an important national responsibility. The government made consistent efforts to discharge its duty and the public, too, showed keen interest in giving education to girls. This created a favourable atmosphere for the expansion of women's education. At the beginning of the First Five Year Plan 16,951 educational institutions were imparting education to 35,50,503 girls. During the First Five Year Plan the increase in the girl students in higher classes was comparatively more than those in the primary or secondary schools. Vocational and other specialised institutions also made some progress. Comparatively more girls opted these subjects. The statistics reveal that by the end of the First Five Year Plan 26,425 institutions were imparting education to nearly ten million girls. In view of the progress made during the First Plan further good results were expected in the Second and Third Plans.

THE IMPORTANCE OF WOMEN EDUCATION

Although since independence some progress has been made in the field of women's education, but we cannot be satisfied with this progress, as much has yet to be achieved. Many instances have been witnessed which prove that women will not lag behind men in any activity. The Indian women at present are much behind as compared to their counterparts in America, Russia and Europe. Much of the responsibility for this state of backwardness rests on the society. The only way to remove this social evil is to encourage

women education so that they may realise their responsibility and make efforts to regain their proper place in the society. Despite shortcomings and difficult conditions the present education has produced some Indian women who are far ahead as compared to women in many other highly advanced countries. It shows that what is needed for the progress of Indian women is education and through its help they can achieve their lost position in the society.

The Education Commission has stressed the need of women education at all stages. The Radhakrishnan Commission in its reports has laid particular emphasis on women's education and has observed that Indian women can work like men in all spheres. Various scientific and psychological experiments have proved that men and women can do almost the same equal work in many spheres. The cause of backwardness of Indian women lies in the defects of the Indian society and its conservative outlook. As such, the society has to be purged of these evils and reformed early. A large section of the Indian society considers the home to be the only field of women's activities. Some people hold the view that unemployment will increase if women education spreads. All these views are misleading. For the national development along with women's education the old values of society will have to be changed. It is also necessary to change the present system of women's education and make it more fruitful.

WOMEN EDUCATION AND ITS ADMINISTRATION

According to the constitution the development of women's education is the Central Government's responsibility. But being a part of general education it is the State Governments which are really responsible for proper educational arrangements. Like other parts of the education the Government also is connected with the expansion, progress, inspection and financial help of the women's education. In the early years of women's education the Education Department carried out all these functions through the local educational officers. This system of administration continued even after the appointment of inspectresses of schools. In states the supervision and administration of women institutions are carried on by the Director of Education with the help and advice of the Deputy Director of Education (Women). Regional inspectresses of schools and Inspectresses of schools have been appointed for the various educational regions and districts. But the number of women officers is insufficient and, moreover, due to double control the work is not being carried on efficiently. This administration hardly reaches the girls schools in rural areas.

Provision for proper management, supervision, advice and guidance of schools should be made by the Government for the development of women's education. The Government of India appointed in 1958 a national women's education committee and on the basis of its recommendations established a national women's education council for the study of problems related to women's education and proper guidance. Hopes have risen high with the setting up of this council. According to the recommendations of this council the questions of setting up of a separate unit of women's education in the state education departments, appointment of a Joint Director of Education for women and the establishment of an advisory council on women's education are under the consideration of the State Government. At the Government of India level, the step to establish a separate unit for women's education is also under the consideration of the Central Government.

Higher Education for Women

Some progress has been reported during the First Five Year Plan in the field of higher education for women. The number of students which was 14,754 prior to the Plan went upto 34,856. While satisfaction may be expressed on this achievement, but it cannot be called enough as this number is only one percentage of the total strength of women in that age group. More progress is expected during the Second and Third Plan periods. In future more subjects of women's interest will have to be included in the curriculum of women's higher education for the sake of expansion of women's education. At present colleges teaching domestic science, music, dance and other vocations comparatively attract more students. More such institutions for women are needed in the country.

Secondary Education for Women

More success has been comparatively achieved in the field of secondary education. With the opening of new schools the number of girl students has gone up. Whereas before the implementation of the First Plan the number of schools and girl students was 2,863 and 9,08,775, respectively. It rose to 3,920 and 13,40,071 respectively at the end of the Plan. The percentage of girls in this age group also rose from 29 per cent to 40 per cent. But even in this age group the conservative thinking of the society obstructed the growth of education. Only 3 per cent of the girls in the age group of 14 to 17 years could receive education. The progress at the end of the Third Plan is also expected to be in proportion

to the past progress. For the future development of women's education changes in the subjects along with changes in the social outlook are necessary. The new curriculum should include subjects of women's interest and liking.

Arrangements for Women Education

The growth of women education on different higher levels depends on more and more development of education at the primary stage. Setting up of different targets for boys and girls under the compulsory education at primary stage as envisaged in the First Plan was not quite adequate. The statistics available after the end of the First Plan reveal that out of 39,276 villages and 1,083 towns selected for compulsory primary education only 8,959 villages and 284 towns could introduce compulsory primary education for boys only. Some of the reasons could be social ones. But it is a national need to place boys and girls on the same educational par. During the Plan period the number of girls getting education at primary stage continued to increase. Whereas 25 per cent of girls in the age group of 6 to 11 years were receiving education before the First Plan, the percentage increased to over 33 % at the end of the First Plan and the percentage was likely to go upto 40 per cent at the end of the Second Plan. The progress in the recent years may be regarded as satisfactory. But the main hurdle in women's education is the conservative outlook due to which the percentage of girls gradually goes down as their age advances and by the time they reach class V the percentage comes down to 30 of the total girls getting education in the first few classes.

Vocational, Specialised and Adult Education for Women

It has been observed that now women are taking more interest in vocational subjects than ever before. The desire of economic independence and of earning money appears to be in the background of this growing liking for vocational education. Even in grown-up women there is a liking for utilitarian and social education. All this indicates a social awakening and this opportunity should be utilised for providing facilities for more and more vocational education. Although girl students are found almost in all vocational training, but mostly they are found taking training in the teaching profession. After the profession of teaching comes the subjects of fine arts, nursing and medical education. Despite many facilities extended during the Second Plan for training in the art of teaching, many women could not avail of these facilities due to difficulties of admission. In future schools of vocational and special subjects should be opened in large numbers. It is desirable to extend the facilities of subjects

of social and domestic interest to the grown up women in rural and urban areas. Women are showing more and more interest in trainings related to community development and social services. Many government institutions in India are giving this type of training. With the help of this type of training facilities, the social status of women may be raised.

Main Problems of Women Education

In the present progressive age it is desirable that men and women hold the same status in society. A new awakening is developing in the women of Western countries. They are proving as efficient as men in various fields of activities. Those Indian women who got opportunity for their development are not lagging behind in any way when compared with their counterparts in other highly advanced nations of the world. It is evident that Indian women simply need an opportunity to develop themselves and broaden their outlook. But while making efforts to bring our women at par with the Western women we should not sacrifice our culture and heritage. Indian culture and traditions differ from the Western ones and possess something of their own which is unique and not found in any other culture.

The system of women's education, its curriculum and programme are the same as prescribed for men's education. The progress so far achieved clearly shows that still greater success can be attained if the subjects of study are changed to suit the taste and temperament of women and prove useful to them. The women education has some of its own problems at each stage and their solution is very necessary.

No guardian should have any objection to co-education at the primary stage. Even then, for adopting an education system suited to women's need more and more girls' schools should be opened in the country and particularly in rural areas:

Difficulties may arise in co-education at the secondary stage, because many guardians will not consider it proper that adolescent boys and girls should sit and read together. As such, separate education of boys and girls is a social necessity. Many guardians are found to be indifferent towards the education of their adolescent girls. There is also a section of people who despite their desire to educate their girls do not think it proper to send them to schools for certain traditions. The ideas of such persons should be changed. Besides, such arrangements should be made as to enable these girls to receive education at their homes and appear in examinations. Women who due to some or the other reason cannot get education and those housewives who want to

earn a living or supplement their income through education will also derive benefit by such arrangements.

Educational facilities need expansion in the sphere of higher and vocational education, too. The strength of various services is increasing and opportunity exists for the absorption of more and more women in these services. There are a number of government and non-government services for which only women are found suitable. According to the targets fixed under the national development plans a large number of women's services are needed.

A large number of trained lady teachers will be required for the expansion of women's education. Trained lady teachers' services will also be required in vocational training. For meeting this huge demand of trained lady teachers institutions providing higher education and training should be established early. It is also to be noted that lady teachers have been found to be more suitable than the male teachers in teaching boys and girls of tender age. It is also because lady teachers' handling of boys and girls of tender age is more sympathetic and it suits their natural temperament. The result is that in the nursery and primary schools the demand of lady teachers has gone up. Necessary arrangements should, therefore, be made to provide more facilities for trained lady teachers for this particular job.

Reasonable pay and facilities should, therefore, be provided to attract more educated women to the profession of teaching. Proper residential arrangements should be made for women teachers in rural areas so that they may not remain indifferent towards the education of girls reading in rural areas. Adult women may easily be employed to teach in rural areas after they have been educated and trained for the job. Besides, earning money, education will help women to discharge their duties towards the family, society and the country in a more efficient manner.

Summary

Historical Background. The foreign missionaries started to help the cause of women education in India from the early 19th century. The development period of women education during the British period may be divided into three parts : 1851 to 1881, 1882 to 1917 and 1918 to 1947. Despite special efforts the pace of the progress has remained slow. Since independence there has been a considerable increase in the pace, but even then much more efforts are needed.

The Importance of Women Education. The object of women education is to achieve literacy and the social development of women. While making efforts to raise the standard of Indian women to that of women in other advanced countries we should have to pattern their education in such a way that they do not develop contempt towards our cultural traditions and heriage.

Women Education and Administration. Although according to our Indian constitution the education of women is the national liability, yet in actual practice the State Governments look after it. In the states a number of women educational officers like the Additional Deputy Director Education (Woman). Regional Inspectresses and Inspectresses of Schools have been appointed.

Arrangements For Women Education. Expansion at the primary stage will pave the way for expansion at higher stages. In 1950, 1956 and 1961 the percentage of girl students in primary classes was 25, 33 and 40, respectively. But the percentage of girls who reached class V was only 30 of the number that joined the school in the beginning classes. At the secondary stage the number of girls and schools in 1956 was 13,40,071 and 3,920, respectively, but the percentage of those in the 14 to 17 years age group was only 3 per cent. At the higher stage of education much development has not taken place. There is a shortage of subjects suiting the taste and temperament of women. Proper vocational training facilities as well as facilities related to adult education need expansion.

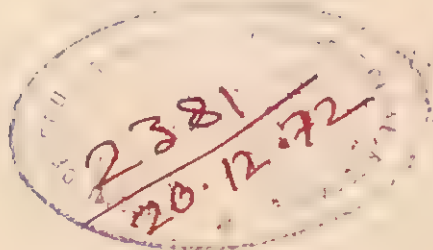
Main Problems of Women Education. The system of education and curriculum of Women's education should differ from men's education. Arrangements of private education should be made for those young women and grown up ones who due to some reasons cannot go to schools. Special arrangements should be made and facilities should be given for training in teaching profession in view of the fact that lady teachers have proved more suitable for teaching young children.

S.C.E.R.T., West Bengal

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CHAPTER 3

PROBLEMS OF UNIVERSITY EDUCATION

Present University Education

In the absence of adequate facilities for the development of primary and secondary education, the education at the university, too, could not develop much. At the time of achieving independence (1947-48) the number of students pursuing higher studies was about 1,80,000, according to available statistics. In view of the huge population of the country this figure of students can never be considered satisfactory. The national government, after independence has provided facilities for higher education. But the difficulties experienced by students in seeking admission to universities indicate that the progress has not been satisfactory.

Since independence the national government is making efforts to provide more facilities to higher education along with education at other levels. During the post independence era many new colleges and universities have been set up and grants are sanctioned for admitting more students. As the result of these efforts the number of students has risen to about six and a quarter lakhs within a period of ten years, *i. e.* upto 1958. Although this progress is not much, yet in view of financial difficulties satisfaction may be expressed over it. But during this period the desire to get higher education has become so strong amongst students that it has become a problem for the nation as to how to make provision for every one who desires to pursue higher education.

Due to inability to admit all students in the universities the practice of granting affiliation to colleges has been revived. Prior to independence, during the early period of development of higher education there were some colleges affiliated to universities. But later on this practice was given up by many of the universities and only Agra and a few other universities followed this practice. The system of granting affiliation had to be revived for the expansion of education and even the Government administered universities have also been permitted to grant affiliation to colleges falling within a certain area of the university campus.

Besides the system of affiliated colleges, another scheme for establishing unitary universities has been implemented. Such

universities are being established in bigger cities. With the establishment of such universities whereas on the one hand proper educational atmosphere, extra curricular activities, better character building, closer relationship between the teacher and the taught will develop, on the other hand there is a likelihood that other bigger colleges in the vicinity will suffer. As such, while establishing these unitary universities it will be desirable to turn big colleges themselves into such universities so that its establishment may not adversely affect other colleges.

In view of the present great demand and the development of secondary education facilities for higher education will have to be extended in the immediate future. It is proposed to either affiliate 1500 colleges or give them the shape of unitary universities.

According to the recommendations of Rural Higher Education Committee, the proposal to turn some rural institutions into rural universities is also under the consideration of the government. In such cities where a number of colleges are running successfully, it has been proposed to establish federal universities. Some universities like the Agriculture Universities, Rudrapur, Sanskrit University, Varanasi, Sanskrit University, Mithila Engineering University, Roorkee, Agricultural Research Institute, Delhi and others have been established for pursuing the study of specialised subjects. It is envisaged to establish some such more universities in the near future. For this purpose places like Ahmedabad, Tatanagar and Sewagram have been considered suitable.

University Education And Administration

The majority of the people support the view that universities should enjoy autonomy in their internal matters. To-day the view is expressed that uncalled for interference is made by the Central and State Governments in matters concerning universities. Some vice-chancellors and educationists have voiced their opposition for making Governors the Chancellors of universities. Opposition is also voiced against some government provisions like making the mother language as medium of education, publication of books, three years' degree courses on the basis of basic education. Government action taken at the time of indiscipline and disorder in some university campus has also been criticised on the ground that political pressure increases in the universities by such actions. All these lead to a misunderstanding on the subject of university autonomy.

It is a recognised fact that the basis of education in universities is independent teaching, guidance, study, thinking etc.

In the absence of freedom of thought healthy education system cannot survive. But some disorder created due to autonomy in universities indicate lack of experience in good administration and management of affairs. In the absence of proper control sectarianism, mob mentality and conspiracies grow and the standard of education gradually goes down.

On the other hand, if the universities are under the state administration rigidity enters in its organisation. The university authorities have to seek guidance and obey government orders and directives. They have to carry out these orders in the spirit of the letter and the government orders do not generally take into consideration their effect on any rule or constitution of the university. By a critical study of pros and cons of the Government interference we draw the conclusion that it is desirable to have government's hold only to a certain limit.

According to the Indian Constitution the university education is the responsibility of the State Government, but in India Government relations with the university are not like those in other foreign countries like U. S. A., Britain and other European countries where either they are fully independent or completely under the control of the Government. Finance is the main problem of a university and it receives economic help from the government in the shape of grants. The other main aspect is the framing of rules, regulations and defining of the rights and privileges. This is done by the government. Sanctioning of grants and framing of policies is the right of legislature. In fact, it is the legislature that sanctions the opening of a new university. The university enjoys autonomy on all other matters.

According to the Constitution the responsibility of the Centre in the sphere of higher education is only to bring a uniformity in the standard of education, encourage and develop research work, and arrange for technical and specialized education. Besides a few other national scientific and technical institutions, the universities of Delhi, Varanasi, Aligarh, Osmania (Hyderabad) and Viswa Bharati are under the direct control of the Central Government. In special circumstances the Central Government has to co-operate and share the responsibilities of State Governments towards the university expenditure. Due to primary and secondary education and some other integrated schemes the State Governments often find it difficult to meet their financial commitments. The Central Government, therefore, from time to time extends financial help to State Governments. Under these circumstances the implementation of schemes relating to higher education becomes doubtful. The setting up of University Grants Commission and Radhakrishnan

Commission are its important examples. The Central Government does not want to take the rights of the State Governments. The Central Government is always making efforts to promote co-operation between universities and national laboratories, extend special facilities conducting scientific surveys and implement national policies etc.

The Economic Set-up In Universities

The main source of income of an university or college is the tuition fees and donations, but the heads of expenditure are so many that the income in many institutions hardly covers half of the expenditure. The income from donations is never known in advance. As a result, the financial position of higher institutions is always a matter of constant worry. They cannot run efficiently without the help of the government. With the expansion of higher education and the increase in the number of institutions the government grants have also gradually increased. According to the statistics of University Grants Commission the amount of money given as help to institutions has also rapidly increased. In 1954-55 this amount was Rs. 178 lakhs, it increased to Rs. 266 lakhs in 1955-56 and swelled to Rs. 341 lakhs in the year 1956-57. On the other hand, despite the increasing number of students, the income of higher institutions has proportionately gone down. In 1954-55 the income was Rs. 3,182 lakhs and in 1955-56 it was only 3,782 lakhs.

The Radhakrishnan Commission after the study of economic conditions of various institutions suggested that the aid given by government should be utilized only in certain items, like the pay of teachers, study leave, fund and pension, expansion of educational implements, buildings, hostels, libraries, laboratories, scholarships, vocational and technical training, etc. The Government is considering the question of the implementation of these proposals. During the last few years grants were given for some of the items mentioned above and also for three years' degree course and for extension programmes. The Government policy of sanctioning grants and aids needs some changes in order to effect some reforms in the set-up of higher institutions. The institutions should be informed about the amount of grant at the beginning of the session so that they may prepare their budgets accordingly. While sanctioning grants provision should also be made for casual and unforeseen expenditure along with the permanent heads of expenditure. Besides, for settling the financial disputes of private institutions a definite outline should be indicated to the managing body and in the case of a university a non-official independent judicial committee should be constituted.

Problems of Admission

Today it is with difficulty that students get admission in universities or affiliated colleges. A number of students do not get admission and are disappointed. Not only their future plans are disturbed, but the money that they had spent on their pre-university education is also wasted. This is a national waste. With the expansion of primary and secondary education and the implementation of three years' degree course the problem of admission will further become acute in the near future. To meet this situation attention will have to be paid to certain other things, besides the expansion of universities and their number. Among these the most important factor that needs attention is the policy of admission in the universities. In the present-day arrangements instances are found when students of ordinary calibre get admission while studious and deserving ones do not succeed in getting admitted to universities. The reason is not the partiality shown by university authorities but the system of different priorities in various universities. As such one admission policy is needed for bringing uniformity in the matter of admissions. Some people also feel that in view of the present needs and circumstances of the country it is neither possible nor desirable to extend the facility of university education to each and every student who completes secondary education. All these are complicated problems. After all, the salvation or welfare of the country does not lie in producing huge number of graduates and post-graduates. University education should be open to only those individuals who are determined to achieve the goal of their life through the medium of higher education and who have a taste, liking and opportunity for further advancement in the field of education. It would be a waste of educational potential to provide higher education to every one. The statistics available after the completion of the First Five Year Plan revealed that 2.07 lakhs and 0.93 lakhs students appeared in the Art and Science subjects, respectively. In that very year the number of students appearing in B. A. and B. Sc. was 1.02 lakhs and of those appearing in vocational subjects was 0.48 lakhs. Some people are of the view that these statistics from the national utility point of view prove that this large number of students did not prove of much utility to the nation. Therefore they feel that only a limited percentage of students achieving success at the secondary stage should be allowed to get university education.

System of Education

The falling standard of education in various universities at present is causing great anxiety. The administration, educa-

tionists and others concerned with education are making efforts to check the deterioration. Many proposals have been put forward to check this evil by commissions and conferences of vice-chancellors. They have thrown light on the causes of this deterioration in standard. According to many surveys the main cause of this evil is the lack of interest shown by the teachers in teaching work. However, the cause is many-sided. These days teachers have to take more classes. Man's power of doing work has a limit and teachers can only prepare themselves for teaching to a certain extent. As such, by increasing the working hours or the number of classes the standard of teaching naturally goes down.

Another factor responsible for the fall of the standard of education relates to the emoluments of the teachers. The status and emoluments of a teacher do not compare favourably with those of other equivalent posts. As such good teachers after accepting the teacher's job in the beginning try for a better job elsewhere and as soon as they get government or other jobs they leave the teaching profession. They, therefore, during their stay in the schools do not show much interest in their work. Thus many teachers leave the job and enter other more remunerative professions.

The third cause relates to training. The appointment of students coming straight after completing their studies in the university as teachers is also responsible for the low standard of education. Although it is only at pre university stages that demand for trained teachers is made, but trained and experienced teachers will prove of much value to universities also. It will be better if, at first, university teachers are appointed as research assistants and made to do research work, or such persons are selected as teachers who are working as research assistants. It will also be better if a degree or research experience of a definite period is fixed, as a pre-condition for appointment on the teaching staff of a university.

Removal of other shortcomings will also prove helpful in raising the standard of education. The teaching hours and the number of classes should reasonably be reduced, pay scales should be raised and facilities and opportunities for further studies, should be provided. Financial help during study leave or ordinary leave, maintenance of funds, and assistance for higher studies and research work should also be given to teachers.

Courses of Study in Universities

A change in national values is natural after attainment of freedom and education is the only proper medium of bringing the

people into a particular set-up. It is desirable to bring a change in the courses of study in the universities in view of the changed needs and conditions of the country. Some changes have, of course, taken place during the last few years but much still remains to be achieved. In ordinary universities and particularly in affiliated colleges, the choice of subjects is limited. Students can only offer some subjects from a particular group. The result is that the students do not get an opportunity to offer subjects of their interest and as such they fail to show their full merit. The other thing that has been experienced is that there is no proper scrutiny system to examine the relative efficiency of a student in a particular subject. As such in the absence of proper guidance the standard of their success goes down. A system of proper scrutiny is essential in vocational subjects so that with the help of proper guidance the students may achieve greater success in life when they pursue that vocation for earning their living.

In the higher education the facility for opting a particular subject must exist as a matter of principle. Another benefit that may accrue as a result of this policy is that the strength of students into different classes and subjects remains at proper level. Side by side the courses of study need to be modernised. In the course of study prescribed in the institutions of such advanced countries as U. S. A. and England, efforts are being made to include some subjects of modern utility like social sciences, natural sciences etc., as compulsory subjects. Useful portion of various subject can be sorted out and taught as one or two separate subjects. In our country's universities such subjects should be included in the courses of study and taught compulsorily. Some periods in a week should be allotted for the study of such subjects. A new course of study has been introduced through the three years' degree course scheme which is being implemented in some universities. Others will also implement it as soon as proper arrangements for financial aid is made.

Examination System

Various criticisms have been levelled against the present-day system of examination in universities. It is a fact that as long as passing the examination remains the criterion of education the standard of education will not go up, but the problem is how to bring reforms in the prevailing system of examination. It is not possible to effect revolutionary changes in a system of examination of such a long standing. The Radhakrishnan Commission after examining the various aspects of the present system has suggested a number of tests in place of a final examination after two or three years. The Commission has also suggested that records of the progress of the student should

be prepared on the basis of fortnightly or monthly tests and the percentage of marks obtained in these tests should be included in the annual examination results. It has been further suggested that records should be maintained of the class work for which a fixed number of marks should be allotted. These marks should be included in the marks sheet of the annual examination. Besides much care should be exercised in the selection of the examiners and an examining body should be constituted for supervising the activities and programmes connected with the examinations. This body should also function as a consultative committee on matters connected with examinations. These recommendations should be implemented in various manners according to needs and circumstances. Some of these recommendations have been implemented in universities. For the examination, questions should be framed on some pattern of essays, but side by side efforts should also be made to see that they relate to teaching work in the classes as well. It will be more reasonable to assess the result of external examinations success along with the success of fortnightly and monthly tests and the work done in the class and tutorial classes. The Radhakrishnan Commission recommended that among various reforms in university education priority should be given to improving the method of examinations. This proposal is really sound and intelligent. But it is not enough only to implement the recommendations of this Commission. In fact, the Government should conduct surveys and prepare outlines for other necessary changes.

Medium of Instruction of University Education

Among the various problems of university education the problem of medium of instruction is an important one. The Kunzru Committee appointed by the Commission to examine this question had recommended that the national language or some other Indian language should be made the medium of instruction in place of English. But keeping in view the importance and utility of the English language it was also proposed that the study of English should be made compulsory in some other form in graduate classes or it may be adopted in the three years' degree course. Although this proposal has not met with success due to certain circumstances, but it is still under the consideration of the government. Despite the recommendation of the Radhakrishnan Commission as well as the psychological soundness of the proposal of making the regional language the medium of instruction, the question has so far remained controversial. The supporters of English language argue that in view of the wide popularity and suitability of English in learning technical and scientific subjects, it is not proper to replace English as medium of instruction on the

ground that it happens to be a foreign language. But psychologically it is more correct to have the mother tongue as the medium of instruction, because it is easier for a student to understand his mother tongue. It is desirable both in the national and in the individual interest that the mother tongue should be made the medium of university education.

Duration of Degree Courses

Another problem is the fixation of duration of a degree course. The time limit arbitrarily fixed for a particular course cannot be regarded as suitable for all. Every student will complete a definite course in different periods according to his capability, but the time-limit lowers the standard of a less brilliant student. Adequate time must be given to a student according to his capacity to complete the full course. One of the present day demands is to make suitable arrangements for those students who cannot bear the educational expenses and have to take part-time jobs to earn money for paying expenses. The duration of course in the case of such students must be comparatively longer. Such courses have also to be opened. Courses of study adopted beyond the fixed time limit are more convenient for part-time education.

Social Service

The development of social service and its utility is another important aspect of university education. The practice of social service is considered a part of a graduate course in some Western countries and every student has to perform social service for a definite period during a year compulsorily. Such programmes develop in a student qualities of citizenship, and social responsibilities. For this programme the media of lectures, statements, drama, exhibition and entertainment, etc. are adopted. Such social programmes are very much needed in India. Through them the work of spreading knowledge in backward areas may easily be done. A five-crore-rupees scheme on the above pattern is under the consideration of Government for employing about 90,000 students in social programme for some months in the Third Five Year Plan when provision of money is made. Under this scheme programmes of national and social service should be made compulsory for students of degree classes.

Economy and Adult Education

Another major problem is that of financial economy and adult education. The university education is every day going expensive at present. In this respect the American system is worth adopting. In America nominal tuition fee is charged from the local student

in government universities and colleges. Provision of adult education exists for those who are not in a position to pay this nominal fee even. Universities in that country even help such students to get part-time jobs. Such a system is needed in India also. In our country five to fifteen per cent of students are given government scholarship in some form or the other. Even then many students desiring higher education fail to meet educational expenses. Facilities for adult education should be provided to youths and adults engaged in some kind of profession, besides reducing the tuition fee in universities.

Colleges Affiliated With Universities

In colleges affiliated with a university some additional provisions have to be made, besides those required in the university. It is well known that the conditions in an affiliated college are not the same which ordinarily exist in an university. In these colleges generally even those facilities do not exist which are very common in a university. All those facilities that exist and are available in universities should also be made available in affiliated colleges. The conditions relatively differ in affiliated colleges when most of them are away from the university. It is not necessary that the course of study suiting the university should equally suit its affiliated college. The local needs of two different places will differ. The universities should, therefore, duly consider the conditions of their affiliated colleges. It is desirable that the representatives of the affiliated college are consulted while prescribing courses of study for the university and its affiliated colleges. This will reasonably reflect the local conditions and needs of an affiliated college and give due representation and recognition to their views and requirements.

Research Work in Universities

Since the attainment of freedom facilities for research work are progressively being increased in the universities. Increase in the facilities of research work in higher educational institutions represents the rising tempo of education in general. The Radhakrishnan Commission in the recommendations laid strong emphasis on the development of research work and as a result of increased financial help from the government the research work made rapid progress, yet the progress so far made in this sphere cannot be claimed to be adequate. It needs still greater progress in order to fulfil the targets of the plan. Some difficulties are also being experienced in this work. Interest in research work has not yet developed to a reasonable extent in students

and teachers. The facilities for research work, laboratories, libraries and workshops are not adequate in many institutions due to want of funds. The universities are not getting enough co-operation from the industries, commerce, agriculture and other departments of the Government. The number of scholarships and grants is not enough. In order to create interest for research work in teachers provisions for leave, salary, service etc., should be made. Research experience should be made compulsory for teachers.

Summary

Present Day University Education. Facilities for higher education have increased since the attainment of freedom. But the development is not sufficient. According to educational development in pilot projects nearly 1500 universities and degree colleges should be established in the country. For acquiring vocational skill and proficiency it is desirable to have rural universities in the rural areas.

University Education and Administration. According to the Constitution universities are State responsibility but the States in actual practice only frame their management rules and give financial help. Except in extraordinary situations, the universities mostly enjoy autonomy. The Central Government gives help for technical and vocational education only.

Finances. Donations and tuition fees are the only two sources of income of universities. For meeting the remaining expenditures government gives grants which sometimes go upto 50 per cent of the total expenditures. The Central Government also gives financial help for its schemes. Even then the economic condition of many institutions is precarious and their income in proportion to the number of students is going down.

Admissions. Admission is a problem to-day and threatens to remain as such in future also. According to the national need a reasonable system should be adopted and only deserving and a limited number of students who are keen and who desire technical and vocational education should be allowed to seek admission for higher education.

Teaching System. Reforms should be introduced for checking the fall in the standard of education. Some arrangements should be made for teachers in order to enable them to take initiative in research work and increase their professional skill.

Courses of Study. Reforms are badly needed in the courses of study prescribed in universities, but so far nothing definite has been done in this direction. It is felt that general education, natural science, and social science should be made compulsory subjects. Variety in courses of study, opportunity of reasonable choice for choosing subjects, provision of constructive and useful subjects are some of the important aspects of education for which provision must be made.

System of Examination. It needs thorough overhauling, but it is not practical to do so instantly. It is necessary to give due weightage to the results of fortnightly and monthly tests, besides class work for determining the success or failure of a student in addition to only one annual examination. It will be better to set objective questions, besides essay type questions in an examination. The government should after proper survey and examination decide about the changes.

Medium, Duration of Course, Social Service and Adult Education. In view of the utility of English language it should be made compulsory in the degree classes. Time limit for various degree courses is unpsychological and it harms students. By changing the time even those youngmen who are engaged in other spheres will get an opportunity to educate themselves. Social service programmes should be included in higher education in order to make it of more utility to the society. The Central Government has a Rs. 5 crore scheme in the Third Five Year Plan for employing 90,000 students for spreading knowledge in backward areas. In order to remove the shortcomings of the present-day expensive education reduction in tuition fees, increase in scholarships and stipends and introduction of adult educational programmes should be undertaken.

Affiliation and Research. Besides providing same facilities to the affiliated college which exist in the university, efforts should be made to prescribe courses of study according to the local needs. For providing impetus to research work, research scholarships should be increased and more facilities should be provided to teachers for doing research work.

PROBLEMS OF SECONDARY EDUCATION

Present Secondary Education

Education after primary stage and prior to the university level is regarded as secondary education. The present system of education which originated in pre-independence era is a conservative one. It has divided the secondary education into many parts, which have been known as vernacular, middle, matriculation, entrance, high school, intermediate etc. A relative study of the educational systems current in other advanced countries reveals that broadly speaking there are only three divisions of education namely the primary, secondary and higher education. The scope of each of these divisions differs in foreign countries. Generally the primary stage lasts upto class VIII and higher education (university education) starts from class XII or XIII. In this way the three or four years of education between classes IX and XII is called secondary education.

During the foreign rule in the country enough importance was not attached to education and the government classified education from classes one to five as primary and from 13th class and above as higher education. The classes between the two came to be known as secondary education. With some changes the secondary stage was further sub-divided. Accordingly, the first three years' programme (from classes VI to VIII) was known as junior secondary, the next two years as higher secondary and the last two years as intermediate education. According to the latest step the intermediate education has been included in secondary education. But this step has not been given a final shape because a large number of students leave studies after high school and many schools have been recognised upto high school because of the lack of students. The Central Government since sometimes back has been trying to include class XII within university education so that the duration of secondary education may be reduced to three years, but so far no appreciable progress has been made in this direction.

Objects of Secondary Education

The secondary education is sure to be affected by the free primary compulsory education. Accordingly, the number of students in secondary classes is bound to go up and the

main object of secondary education at present is to make available more facilities relating to secondary education. The number of students in secondary classes is fifteen times more than what was in the beginning of the century. But with the fulfilment of the object of compulsory primary education the number of students in secondary classes will increase so much that the present institutions will not be able to admit majority of these students. The number of secondary institutions even at present is not adequate and students face difficulty in getting admission. In view of the forthcoming increase in the number of students, efforts should be started right from now to open more and more secondary schools.

In majority of advanced countries various vocational trainings start at the secondary stage of education. The relative utility of the present secondary education is self-evident and it can be experienced at the time of selection for a government or non government post. A large number of young men after finishing secondary education are found running for jobs, which cannot be created in proportion to the students passing the secondary classes. The present-day education has developed in the young boys an apathy towards their hereditary profession. They are neither inclined nor develop an ability to pursue their family vocations. Consequently, an acute problem has arisen in the country in the shape of unemployment of educated youths. In the present atmosphere the secondary education should be in accordance with the needs of the people and also useful for the vocations. As such reforms are needed in the education system and this reformed system besides fulfilling the vocational needs should also help in the intellectual, physical and moral development of students.

Organisation of Secondary Education

In order to bring the educational system nearer to the requirements of the people and their vocations the Government of India in consultation with some of the educationists have evolved a new pattern of education called the Basic education system. According to it upto secondary stage there will be two divisions namely, junior basic and higher basic. The ordinary seven or eight years' duration programme from class VI to class XII of the secondary stage will be reduced to six years programme and three years higher secondary course. In this connection it was also decided that this system would be implemented gradually and in the first stage one or two schools would be set up in the larger towns and cities of the country. In the absence of students at the higher basic stage and till the opening of sufficient higher basic

schools the student passing the junior basic course may get admission in higher secondary schools. The gradual introduction of this system will take place after the implementation of three years' course at higher secondary stage and three years' course at the degree stage of education.

It is not easy to implement early the scheme of three years' higher secondary or three years' degree course, because there are many difficulties in converting the present courses in secondary schools and universities. It is because of this that the scheme of basic education has so far not been implemented. It is a problem to reduce eight years secondary course into six years. According to the recommendations of the Secondary Education Commission efforts are being made at present to change secondary stage into higher secondary stage, to introduce three years' course and to introduce compulsory basic education at the lowest secondary stage. According to this, classes VI to VIII and classes IX to XI will be junior secondary classes and higher secondary classes respectively.

Organisation of Special Institutions

It will be necessary to bring about changes in the shape and constitution of the present institutions in order to convert secondary education system into the basic one. In accordance with the recommendations of the Secondary Education Commission, the Government of India had made schemes to convert the secondary schools into higher secondary schools, make them multi-purpose schools and establish new multipurpose and higher secondary schools. Another scheme has also been prepared to establish and increase the number of such secondary schools in rural areas that relate to agriculture and village atmosphere. The Secondary Education Commission and the Ministry of Education have also felt the importance of single purpose schools. In some countries, like England, more importance is attached to single purpose schools as compared to multi-purpose schools. Some reality is also found in the background of this ideology. Absence of specialised education is generally found in multipurpose schools. There is also some difficulty in getting efficient teachers for multi-purpose schools, because ordinarily such teachers are not found who have specialised training in more than one subject. Because of difference in subjects, unity of thought is also absent in the students and the school atmosphere is less social as compared to other common schools. The pace of progress also does not gather momentum because of undefined aim of education. It is because of these reasons that more preference is sometimes given to single purpose institutions so far as subjects like literature, commerce, and engineering, etc., are concerned.

The provision of agricultural and village industry schools is of great value to India. About seventy per cent of the people live in villages in India, but the statistics reveal that the progress of schools teaching subjects of rural importance had been very slow. Provision of only 84 institutions for imparting education on subjects like agriculture, cottage industries, animal husbandry and horticulture could be made in the First Five Year Plan. This effort for a predominantly agricultural country like India is far from satisfactory. Indifference in the rural areas towards these subjects cannot be appreciated. Establishment of institutions teaching these subjects is highly required in pilot projects. The provision of junior basic education at the junior secondary stage will be beneficial from the above point of view.

Multi-purpose Schools

The Secondary Education Commission has in the present circumstances recommended the establishment of multi-purpose schools. Some practical difficulties were faced in opening such schools during the First Five Year Plan. It is an expensive set-up, because for a multi-purpose school a big building, different kinds of laboratories and workshops, adequate fertile land for agriculture, a rich library and other educational facilities are needed. But in view of the poor finances of the country these institutions cannot be expected to be set up at different places in the country. It is not easy to arrange for the study of three or more vocational subjects in one institution. There is a shortage of adequately trained teachers in vocational and technical subjects. The other difficulty is that for the teaching of different subjects separate sections have to be opened according to the subjects. As such it is necessary that sufficient number of students be available for each section and these schools have to be set up in places where sufficient number of students may be available to make the best use of the money spent on these institutions. All this is possible only when the government makes a complete survey in this connection for finding out suitable sites for these schools. The other important aspect of these institutions is that being very expensive it is only possible for the government to run schools and provide all the needed facilities. It is difficult for private and aided schools to provide complete equipments. The expenses in laboratories and workshops can be cut down to some extent in industrial and commercial areas with the co operation of industrial and commercial institutions.

Despite these difficulties, it goes without saying that multi-purpose schools have their good points and will prove of great

utility in the present condition of the country. This kind of training, besides developing vocational efficiency, is also intellectually beneficial and students can switch over to other subjects, if necessary. From the social point of view, it is also important if different students study different subjects, because it does not allow the feeling of sectarianism or groupism to grow. The feelings of social differences and barriers in students also grow weaker if students of different social status and vocational standard study together.

Higher Secondary Schools

These institutions owe their origin to the three years' pre-degree course and three years' degree course schemes of the Government of India. The three years' courses scheme have not yet been given a practical shape in all the states of the country because besides the indifference of state governments there are some difficulties also. The process of converting the secondary schools into higher secondary schools is proceeding slowly. The majority of universities have not yet accepted the three years' course. Despite the willingness of the Central Government to bear 60 per cent of the expenses the state governments are finding it difficult even to provide 40 per cent of the expenditure. In the Third and Fourth Five Year Plans the State Governments besides bearing more educational expenses will have to bear the full expenses of higher secondary education introduced with the help of the Central Government and the latter (the Government of India) will use this money in giving a practical shape to multi-purpose education scheme.

There are some more difficulties in the introduction of higher secondary schools on account of which the state governments are not taking much interest in this scheme. The state governments are also facing the problem of providing teachers for the higher secondary schools opened so far. With the increase of education every day the shortage of teachers also increases. The universities have a limited capacity and they are unable to meet the demand of educated and trained teachers of this standard. The indifference of universities towards the three years' degree course also creates difficulties in the way of the growth of higher secondary schools and unless this hurdle is removed, there is no particular utility of higher secondary education. As a result of the demand of education in accordance with the public need in the country and the popularity of multi-purpose schools, the higher secondary schools have not received ample encouragement. It is because of these factors that the work of converting the present secondary schools into higher secondary schools is not progressing as expected.

Courses of Study in Secondary Schools

The prescribing of curriculum is of particular importance for the development of education. In view of the varying needs of different areas in the country a uniform pattern of curriculum which may prove helpful in every place cannot be prescribed. Even then, the Central Government after obtaining the views of state governments is trying to prepare a central curriculum. The All India Secondary Education Council in its resolution on secondary education has suggested compulsory teaching of some subjects in every part of the country. The course of study may be divided into many sections or groups according to the needs of the country.

The decision regarding the language of the subjects is particularly important. The knowledge of the national language should be compulsory in every part of the country. But opposition may be voiced in non Hindi speaking areas that injustice is being done to the languages of the minorities. The other important thing is that due to the advantages derived from the knowledge of English language in pursuing higher studies and also because of its international popularity, many people in every part of the country are still attached to it. Besides, attachment towards Sanskrit is also found in many people in the country. Therefore, for safeguarding the interest of as many languages as possible, it is proposed to teach two or three languages in schools. Under the two languages, the first will be the national language Hindi or the regional language (in non-Hindi speaking areas) and the second the national language Hindi (if not opted in the first) or some other Indian language (including Sanskrit) or any Western language for the teaching of which arrangements exist. Under the three language group the first two groups would be as above except that the Western language has been separated from the second group and in the third group a Western language or Sanskrit or any other Indian language (which was not opted in the first and second group) is suggested to be made compulsory. The provision also exists that according to local or regional interests any student, despite having two compulsory languages, may also study any other Indian or Western language.

In deciding upon the courses of study some efforts have been made to bring uniformity and unification. Other important aspects are the tastes and interests of the students and regional demands, mother tongue to be made the medium of instruction, provision for advice and guidance and adoption of right pattern in the direction of curriculum. In the sphere of secondary education at least two basic subjects like general science and

social science have been suggested as compulsory in the resolution for the introduction of basic education pattern. Besides keeping the utility of secondary education equally for those students who leave study after this stage as well as for those who continue further studies, efforts have been made to help students to choose subjects according to aptitude and develop their constructive and artistic tastes. The introduction of technical and industrial subjects at the secondary stage is desirable for fulfilling the present needs of the country. According to these suggestions in the junior secondary curriculum three languages, regional language in Hindi or non-Hindi speaking areas, some other Indian language in the national language or Hindi speaking areas or two basic subjects along with the Western language English; general knowledge, social science and other optional subjects like mathematics, agriculture or some other art's subject according to local demand, art or music and cultural, physical or entertainment programme should be provided.

In the higher secondary stage according to the resolutions of Secondary Education Commission besides the above compulsory subjects, languages, basic subjects and various industrial subjects should also be introduced side by side so that the students may make use of their knowledge in their lives after completing education of the higher secondary stage. In view of the interest of even those students who join further higher studies after completing the higher secondary stage, the introduction of greater number of subjects is desirable. The resolution has also accepted the need of many-sided curriculum from the second year of higher secondary education and wider course of study from the third year.

Character Building

The present system of examination creates hurdles in the student's character building programmes. Particular attention has to be given to the building of the student's character. But in our schools passing the examination has become the sole object of both students and the teachers. Changes have to be made in the present educational system so that character building programmes are given due attention. We have to produce worthy citizens for upholding democracy and for the progress of the nation. In view of these objects our education should not be limited to books only. For building the character of the future citizens efforts have to be made for their physical, intellectual and moral development. Only then we shall have citizens who will live a healthy public life. The students should, therefore, be encouraged to work independently in various fields, think independently, grasp knowledge and understand their responsibilities and duties.

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Examination System

The present system of examination cannot be accepted as the true test of one's ability and efficiency. The real object of education ought to be the all-round development of a man, and not only passing the prescribed examination. But it is also true that the system of examination cannot be abolished. The present system of examination which aims at the classification of students and examination of the relative merits of students cannot be of any help in the progress of students. The system needs changes. In fact, the ability and efficiency of students should be judged from their work and conduct throughout the year. For this an account of the student's work should be maintained. In this connection the suggestions-like the consideration of the year's account of work in the annual examination, consideration of marks obtained in monthly tests at the final examination, and selection of question on the new objective test pattern-will prove useful.

Management

Both government and private secondary schools are found in the country. Some schools are run by local bodies, but they have not been very successful. The secondary schools according to the present government policy should be run by independent or voluntary organisations. The schools receive from the government from time to time non-recurring and casual grants. The government has decided to keep under its control the technical and women's education at the secondary level, although voluntary organisations connected with these subjects also exist. According to an ordinary survey the financial condition of these voluntary-organisation-controlled institutions is very bad. If in some there is a shortage of students, teachers or funds, in others, either the atmosphere is unhealthy or the buildings are dirty, old and unsuitable. If one area abounds in such schools, the other has not even sufficient number of schools. There are also some schools who have no proper recognition. In voluntary schools management and organisational problems are generally acute.

Administration

The administration and inspection system in the secondary schools is not good. For administration purposes, the education department in every State has central (at headquarters), regional and district level units which in local matters of their respective areas function as independent units. Moreover, for the secondary schools there is a secondary education council in each state which supervises works relating to courses of study and examinations. Double control on the same level of education

sometimes results in double administration. Therefore some uniformity is needed. The education department should look after the works that have been entrusted to secondary councils. Side by side the education department should also endeavour to get the co-operation of other related departments, like agriculture, co-operation, industries, development, labour, etc. for the success of education.

Inspection

The treatment of inspection authorities of secondary schools with teachers is not always very proper. It needs some changes. The co operation of both school inspectors and teachers is essential for the development of education. The school inspectors should give proper guidance to teachers. This is possible only when the school inspectors themselves are aware of the latest developments in education. The education department should hold refresher courses for school inspectors from time to time. The number of inspectors should also be raised. It has also been suggested that in training colleges along with teacher's training researches should also be conducted in inspection and administration system in order to find out remedies for effective necessary changes in the present set-up of education department.

Lack of Finances

The economic condition of the majority of non-government secondary school is far from satisfactory. Although these schools receive some grants from the government, yet their financial condition remains unsatisfactory because except tuition fees they have generally no other source of income. Moreover, the new educational schemes of to-day are expensive. Therefore, because of shortage of funds many schools fail to introduce new and useful subjects. Bad economic condition of schools is an important problem which needs both the government's and public's help. The state Government can improve the condition by imposing an education tax as is done in U. S. A. The public should also be encouraged to donate by taking such steps as exempting the donations to schools from taxes, and providing some other such facilities.

For adopting modern educational system, making it useful according to the local needs and converting secondary schools into higher secondary schools sufficient money will be needed over the salaries of teachers, buildings, laboratories, etc. It is necessary to take these things into consideration before making changes in the system of education.

Summary

Current Secondary Education. The education in the classes from six to twelve have been divided into junior secondary, secondary and college education in the 3, 2, 2 groups. In the new basic system the junior secondary and secondary education have been divided into two groups of 3-3 and efforts are being made to include class twelve in higher education.

Object of Secondary Education. For the development of national citizenship the secondary education should develop the students mentally, physically and morally.

Organisation. Efforts are being made in the country to introduce basic education system. Till complete change takes place, co-ordination between the existing systems is desirable.

Specialised Schools. Provision of special schools is necessary for specialised education. According to local and regional needs, agricultural and industrial schools should be established. To make education useful at the common level multi-purpose schools should be opened. The pace of setting up higher secondary schools is rather slow due to the indifference of universities and lack of adequate funds. The state governments, too, are not showing enough enthusiasm.

Courses of Studies. On the national level, three languages at the junior and higher secondary level—national language, local language, and Western language and subject of general knowledge and social sciences are proposed to be made compulsory. More subjects are proposed to be introduced in higher secondary education. The curriculum should strive to develop constructive and artistic faculties of students. The examination system should be changed in a manner that more emphasis is laid on character building.

Management and Administration. According to the present values the government should provide for women's education and industrial education. The other schools should be governed by voluntary or independent organisations. The conditions of the non-government schools should be improved and changes should be made in the administrative and inspection systems. The secondary schools should get economic aid both from government and public in the interest of education.

CHAPTER 5

PROBLEMS OF PRIMARY EDUCATION

Among the various major problems that the country faced at the time of attaining independence was the one of illiteracy of masses. The progress and the prosperity of a country mostly depends on the education of its masses. In order to eradicate this evil the Constitution laid down that each state would try to spread education in its area through Five Year Plans. According to statistics available at the time of the beginning of Five Year Plans educational facilities were available for 42 per cent of children at the primary level. It was, therefore, decided that educational facilities at the primary level should be provided to 60 per cent of children in the First Plan and 100 per cent in the Second Plan. Besides, it was also decided that education should be made free and compulsory for the children in this age group of six to eleven years. The progress of the Plans has revealed that the targets could not be fulfilled in both the plans.

The statement below gives the progress made in the first two plans and the targets for the third plan.

Year	Number of Students in 6 to 11 years age group (in lakh)	Percentage
1950-51	192	43.1
1955-56	252	51.0
1960-61 (estimated)	330	60.0
1962-66 (Targets)	504	80.0

The basic reasons for partial success are many. We are indicating the main ones below:—

Natural Difficulties

Hilly tracts, deserts, rivers, plateaus and forests are some of the natural factors that created difficulties in the attainment of targets. The pattern of houses, commerce, communication etc., are all governed by them. The masses in India live in villages away from each other. There are also mountainous regions and dense forests in the country. Due to natural difficulties as well as lack of money, means of communication could

not be developed sufficiently. As such, there existed many regions which had no primary schools for miles around. According to statistics collected for implementing the Plans it was estimated that education facilities were to be provided in 22 per cent of dense forest areas and 82 per cent in agricultural areas. But the difficulty that arose was that majority of teachers did not prefer to go to rural areas and it was also found difficult to open schools in forest areas.

Political Difficulties

Primary education could not spread due to political factors as well, besides natural difficulties. The British government during the pre-independence days remained indifferent towards education. The result was that the primary education prevailing during those days became conservative in outlook. The Government of India after independence considered the basic education system for primary education useful and now it is trying to spread it through various plans.

But there are some defects in the present government efforts too. Firstly, all the organs of the government machinery are not equally active in achieving the fixed targets. The policy adopted for the expansion of education is defective and far from reality. Secondly, the responsibility of primary education rests on local bodies like Antarim Zila Parishad (interim district council), corporations, municipal boards etc., which are unable to co-operate with government officers entrusted with the control and inspection of this education. The third cause is that the officers of the government and non-officials responsible for expansion of education are not free from partiality and irresponsibility. The result is that proper survey and allotment is not made for opening new schools. Schemes are fully implemented in some areas, while in others sufficient attention is not paid. Another reason relates to the public which is still conservative in its outlook. Instead of extending co-operation and help for expansion of education, it does not even associate itself with this work. The result is that even minor taxes levied for expansion are opposed and even after much persuasion people do not send their children to schools.

In this way it is evident that there are many difficulties in the way of expansion of education. Sufficient money and adequate co-operation are necessary for introducing basic education. The local bodies need money for the development and expansion of education. But due to the fear of local opposition they do not feel inclined to propose any kind of education tax. The government-controlled inspection-machinery is not adequate

for the purpose. The educational policies are not free from local and regional partialities or favouritism. Public co-operation exists in name only: in a majority of schools there is a dearth of teachers.

Social Difficulties

In the sphere of social difficulties come the prevailing conservative outlook of the people, illiteracy, communalism, favouritism and personal jealousies, etc., which create obstructions in the programmes of education. Some people having faith in a particular religion seek separate school facilities. A large number of illiterate persons think it futile to educate their daughters and even boys after a certain age. Some people of lower social status hesitate in sending their children to common schools even. Persons speaking different languages suffer from linguistic partiality. Separate schools are demanded for girls even at the primary stage. In the face of so many social problems the opening of an independent institution and running it smoothly is not an easy job. The number of educational officers is not adequate enough to enable them to establish personal contacts with all the guardians and solve these problems.

Financial Difficulties

The economic condition of a nation mostly depends on its national income. Despite the per capita income of a nation being satisfactory, in the absence of its proper distribution the public life cannot be prosperous. The distribution of national income in India cannot be called rational and based on equality. As a result of this there are many families in India whose members despite full day's hard labour do not find it possible to arrange for their bare necessities properly. The children of tender age in these families have to work for their bread. The other difficulty in the way of education is educational expenses. There are many families which although are in a position to provide for the food and clothes of the children but are unable to provide for their education. As such, in the absence of proper facilities these boys do not get primary education. The statistics of expenditure on primary education reveals that in spite of public consciousness the percentage of national income spent on primary education remained the same even in the middle of the century (1950) as compared to what it was in the beginning (1901)¹. In this way in the absence of lack of finances the expansion of education also remained unsatisfactory.

1. *Education in the States, 1956-57*, page 5.

Difficulties of Education System

The pattern of education and the educational institutions ought to be so attractive as to attract both public and students. The other important consideration relates to its utility so that it may be in accordance with the regional needs and fulfil its natural aspirations. The present system lacks in these qualities with the result that the boys after receiving education shun to work hard. The parents do not show enthusiasm in educating their children because instead of helping them in their profession, the children show the tendency of running away from it. Due to poverty some parents from the very beginning introduce their sons to their profession and keep them along with themselves. Now-a-days basic education has been adopted in primary schools which, it is hoped, will prove more attractive and useful than the previous system, but due to lack of proper buildings and trained teachers it has not yet achieved the desired objects.

Programmes of Educational Reform

In the Constitution of India instructions were laid down that within ten years, *i.e.*, by the end of the Second Five Year Plan compulsory and free education be provided to all boys and girls between the age group of six to fourteen years. Accordingly, provision for compulsory and free education should have been made throughout India at the junior secondary stage. The Planning Commission after taking the difficulties and shortcomings into consideration came to the conclusion that it was not possible to fulfil this object within a period of ten years. As such, the age group and the education standard has been reduced to six to eleven years and primary stage respectively. But even this target could not be achieved by the end of the Second Plan. So the period for providing free and compulsory education upto the primary stage for boys of 6 to 11 years age group has been extended till the end of Third Plan. Similarly the period for providing free and compulsory education to boys of 6 to 14 years age group upto the junior secondary stage has been extended till the end of Fourth Plan. In this connection it has also been taken into consideration that by achieving the targets of primary education by the Third Plan a large percentage of students having completed the primary education will join the junior secondary classes and in this way targets fixed for the junior secondary education in the constitution will also be achieved.

Some other difficulties will crop in in achieving the targets of pilot programmes and it will be necessary that efforts are made to solve them side by side with the expansion of education.

These difficulties relate to pattern of education, courses of studies, school management, finances and administration. These aspects should also be considered in connection with primary education.

School Management

It is necessary to increase the number of primary schools for the expansion of primary education. Education at this stage will succeed only if schools are situated near the residents of students and there are no natural obstruction in their coming to schools. This does not mean that schools should be opened in each village. India has over five and a half lakhs of villages and although it is not impossible to provide each village with a school yet it is extremely difficult. The other thing to be considered is that one-teacher-schools will not meet the requirements of primary education on the basic pattern. Before opening a school it should also be taken into consideration whether according to the capacity of the school students will be available in the area or not. The population of about 65 per cent of the villages in the country is below 500. As such for a thrifty and useful arrangement it is desirable to examine the area and the number of students likely to come forward before opening a school. This problem is not found in cities. Even then schools should be opened in residential localities thereto.

The rural public has some of its own special problems. Some people due to ignorance do not attach much importance to education while others consider it an obstruction in their professions. Some people, despite their desire, fail to send their boys to schools due to poverty and take their help in their profession. Some attach more importance to their trade and consider it more profitable to give the boy training of the vocation instead of education. It is, therefore, necessary to change the pattern of education and make it more attractive so that interest towards it may grow in the parents. Primary education should be based on the local conditions. In rural areas, besides education, vocational training should also be provided so that the boys may help their parents while pursuing study. Interest in the rural public will increase only when these reforms are introduced. Personal contact and persuasion by educational officers and teachers with the ignorant masses which do not understand the worth of education will be necessary to convince them to send their children to schools.

Due place has to be given to the local or regional traditions in the primary education. Persons speaking some particular languages and some belonging to particular religions and sects are more attached to their language and faiths and although

the partiality towards a particular group is not in keeping with national sentiments, even then some such arrangements should be made so that these persons may feel at home in primary schools. There is no basic need for separate schools for girls at the primary stage, but some particular section of the society must have that freedom to establish schools of their own choice. Particular emphasis and priority should be given on the opening of primary schools in industrial, tribal and backward areas. Some attention has been given to these areas during the first two Plans and many voluntary organisations, too, are making efforts to spread primary education in such areas.

Teachers

There are at present a number of major problems regarding the availability of trained teachers. Educated men and women do not want to live in villages. There is a shortage of trained teachers in the country. A large army of teachers is required to implement the programme of compulsory education. The teachers generally do not take equal interest in all the subjects in the single-teacher-schools. The education work suffers in the class when the number of students is very huge.

It is necessary in the interest of the development of primary education to solve these problems. Residential facilities should be provided in villages for keeping the teachers there. The teachers living in the villages should be posted near their homes. It is estimated that about 28 lakhs of teachers will be required to implement the programme of compulsory education throughout the country. The present strength of the teachers is only seven lakhs. As such, it is difficult to train such a large number in a short period. One of the ways to meet this shortage is that men and women who have received education upto the secondary stage should be appointed as teachers in primary schools and they should be gradually trained in shorter courses after dividing them in groups. In this way teachers will be available for primary schools and the problem of unemployment of educated persons, too, will be solved. The single-teacher-school-system at the primary stage is also a hurdle in the development of primary education. In its place multi-teacher-schools should be provided so that a teacher may not have to teach more than two classes. If the number of students is large in a class, it should be divided into sections. This system has been adopted at the primary stage almost in all the developed countries of the West while introducing compulsory primary education. Equitable and proper distribution of teachers is essential for the expansion of

primary education and the number of students will be increased in the class, if one teacher is entrusted with the responsibility of teaching only a single class.

Courses of Study

Educational development schemes and changes should be implemented at the primary stage in the first instance. In the present condition education based on local requirement is the best. As such, there is a need of changes in the current courses of study. The basic education enunciated by the Education Ministry of the Government of India has been considered to be more useful and the Government is making efforts for its expansion. But all the present problems will not be solved by introducing basic education at the primary stage alone. The courses of study in the primary schools, besides considering the local needs, should also take into account the teaching of hygiene and civics. They should also try to develop in the students a constructive thinking.

There is a difference between the educational needs of rural and urban areas. In accordance with the prevailing atmosphere provisions should also be made for the teaching of various industries in the courses of urban schools, while emphasis should be laid on including subjects like agriculture and horticulture in the rural school courses. The teaching of a local industry, simple general science, arithmetic, social science and the national language should be common in both rural and urban schools. The basic education scheme of the Education Ministry is a fairly good scheme, but it involves huge expenditure and despite the assurances of the Central and the State Governments to provide financial help, its success is doubtful. Due consideration has been given to the expenditure likely to be incurred in the above proposals. The help of craftsmen in the urban areas for giving guidance to boys in industrial teaching and farmers in the rural areas for teaching agriculture and allied subjects may easily be secured.

Buildings

There is a shortage of suitable buildings for primary schools. The primary schools should be housed in well-ventilated and spacious buildings. These buildings should possess open fields so that the boys may have full opportunity for play and exercise and also for industrial and agricultural training. More spacious buildings and open land attached to them will be needed in future to implement the basic education programmes. This will be a difficult job. Spacious buildings are essential for basic education, but that does not mean that in their absence the education expansion

programmes be shelved. Our national aim is to introduce free and compulsory education throughout the country and we should remain active to achieve that goal even if there is a shortage of buildings and open land. To begin with, primary schools should, in the meantime, be opened in public buildings like Panchayat-ghar (Building for village council), Dharamshalas (rest houses for strangers) or private residential houses and gradually proper buildings and equipment may be arranged.

National and Local Arrangements

The co-operation of both the public and Government is needed for the expansion and development of primary education. The Central and State Governments have been particularly active in this direction, but they have not achieved enough success. There are two main reasons for this failure. Firstly, the various parts of the government machinery are not functioning efficiently and the system of their working is defective. Secondly, there is a lack of public co-operation and whatever co-operation had come forth was not properly utilised. Changes are needed in the present system for overcoming these shortcomings. The Central Government in co-operation with the State governments should formulate a plan which should not suffer from the prevailing defects and through which maximum co-operation of the public should be secured. The first necessity is that of effecting changes in the rules relating to compulsory education. In the present system the relations of educational officers with teachers and public has been bitterly criticised. The relation between them should not be that of a ruler and the ruled. Instead, it should be based on comradeship and human and respectable behaviour. Public and teacher's suspicion against the education officer and indifference towards education is the result of improper behaviour of education officers. It is the duty of education officers to develop contacts with the public, understand their needs, provide education accordingly and secure their co-operation in the expansion and development of education.

The public co operation has been found of immense value in the expansion of primary education. Where, on the one hand, it creates public interest, and on the other the public itself provides some facilities. There are hundreds of examples of money, land and building donations. The officer staff and teachers connected with primary schools should, besides establishing contacts with the public, also make efforts to create interest in the public. The local public, when realises that schools are for its welfare, will make all efforts for their development and a stage may be reached when it will itself contribute in the establishment of more and more primary schools.

Research Work

Many other problems relating to the development of primary education may crop up. It is better to examine, discuss and conduct researches to improve the pattern of education and to solve problems relating to buildings, curriculum etc. This work may be successfully taken up in training colleges and universities. The Education Ministry of the Government of India and education departments of State governments should establish special committees and institutions on a large scale in order to take up this research work.

Apparently, the problem of removing illiteracy from the country is a difficult job. In order to achieve success in this object, an education-expansion movement should be launched with the co-operation of the government and the public. The examples of various countries are there to guide us and this work, although difficult, is not impossible to carry out. Eighty per cent of illiteracy has to be wiped out from the country with the help of various plans. It is a national obligation in which every citizen has to participate. The financial difficulties, too, will be solved if there is a proper and enough enthusiasm.

Summary

The national objective relating to primary education could not be solved due to some basic difficulties. In the absence of means of communications, forests and hilly tracts it became difficult. Public indifference towards education, conservative outlook, defects in governmental machinery, lack of co-ordination in the public and government organisation, favouritism and partiality of educational officers and their irresponsible attitude etc. were difficulties of political nature. Among the social difficulties were favouritism in public, sectarianism, conservatism etc. Financial obstacles also arose due to small national income. The prevailing pattern of education is defective and not suiting to local conditions. On account of these obstacles, only partial success could be achieved against the targets of the First and Second Plans.

Schemes of Educational Reforms. The fixed targets having remained unfulfilled in the first two plans the Planning Commission decided to achieve them during the Third Plan. It has, therefore, become necessary to think over some main problems. The schools should be opened after a proper survey and nearer to localities. The education should be in accordance with the local needs and many-teacher-schools should be opened instead of single teacher-schools. Untrained teachers should be appointed in place of trained as long as the shortage of trained teachers exists. These persons may gradually be trained. The teachers should be posted nearer their homes. The schools should be held in two shifts, if the number of students is large. In the absence of proper buildings the school may be opened in any building that may be available. Subjects relating to local industries should find place in the course. The teachers should be given education in citizenship and social science, besides other subjects. The educational officers while behaving with the public in a proper way should also make efforts for enlisting their co-operation. Necessary reforms should be introduced after making researches. In this way by introducing changes in the existing pattern and with the help of government and public co-operation, the targets of primary education may be achieved.

CHAPTER 6

PRE-PRIMARY EDUCATION

The pre-primary education owes its origin due to the famous German educator, Froebel. He introduced this type of education by setting up in Blakenberg in 1837 a Kindergarten school.

The people in India did not attach any importance to this system for a long time, although even in ancient Indian books it has been said that Abhimanyu learnt the art of smashing the Chakra Vyuh (a circular formation of an army in the battlefield) during his pre-school days. Even then no attention was paid in India towards the pre-primary education of the child. After the attainment of freedom efforts have been made to develop education and give it a definite pattern and shape. With the inspiration drawn from foreign countries, pre-primary education has also taken root in the Indian soil. This system for the first time came into existence in Germany and it has come to India from there. As such, for its proper study it is necessary to have a glimpse of its progress in the Western countries.

Pre-primary Schools in the West

In the Kindergarten schools set up by Froebel, children of four years of age were admitted and they were taught things relating to personal conduct through play and games. Besides, practical knowledge was also imparted to them in a psychological manner. This system introduced by Froebel proved very successful.

Mrs. Margaret Macmillan, keeping in view the proper physical, mental and intellectual development, started nursery schools. The main aim of these schools was to keep babies in the care of efficient matrons in the school and give them proper guidance. These institutions provided fresh and healthy atmosphere to children living in slums and in densely populated areas. Children between the ages of two and four years were kept in these nurseries.

After this Dr. Maria Montessori established Montessori schools where the Montessori system of education was introduced. The child in a Montessori school provided with equipments himself learns with the aid of these equipments. In this way

children from two years to six years of age received pre-primary education.

After realising the importance of pre-primary schools it becomes self-evident as to what kind of responsibility rests on a country and society in relation to pre-primary schools. Pre-primary is that stage of education which leaves its mark on the entire life. It is because of this that lot of care is taken in developing the children in a psychological manner. Out of the three, *i. e.*, the Froebel, the Nursery and the Montessori systems, any one may be adopted. These schools provide an all-round development of children, *i. e.*, they try to develop a child mentally, physically and morally.

Regular medical examination takes place in the pre-primary schools for ensuring physical development. They are given opportunity to enjoy fresh air and ample sun. They are given nourishing diets. Good habits are developed in them to ensure good character. In order to develop their personality and infuse in them a sense of respect towards the society they are taught how to live and adjust themselves in society during play. Besides, their relations with their families are kept intact. In this way while engaged in play, the child builds his character and develops his personality. He is given education in arts, language, arithmetic and music in a psychological manner.

Pre-primary Education in India

There were 330 pre-primary schools in India in 1951-52, but in 1957 this number was almost doubled and now over a hundred schools are being opened every year since then. In these schools the Montessori or the Kindergarten system is adopted along with games and sports. But the government efforts cannot be said to be satisfactory in this sphere. The pre-primary schools lack equipments due to shortage of funds. The pace of progress being slow, there is a dearth of trained teachers and child literature in this field of education.

Development Efforts

It is difficult to deny the importance and value of pre-primary education. It has also been realised that pre-primary education is a pre-requisite for primary education and proper arrangement should be made for it. The efforts of Dr. Montessori and the recommendations of Sargent Scheme have infused some enthusiasm in the public for pre-primary education in India. Active steps are now being taken in this sphere on the basis of the report of the Fourth Estimates Committee.

New Experiments and Researches

In view of the importance of pre-primary education, India, too, has started making some efforts. So far the pre-primary age in India has been from three to six years. But now the educationists have divided it into four stages : (1) pre-natal period, (2) upto the age of two and a half years from the day of birth, (3) from two and a half years to four years, and (4) from four to six years. The child remains purely in contact with his mother since the conception to the age of two and a half years. As such, there is a need of maternity welfare centres attached with pre-primary schools. After this age, the child can receive education independent of his mother in schools. During this period the teacher is required to study minutely the child's tendencies and aptitude and create accordingly an atmosphere for his education and all-round development. Proper handling and regular medical examination is needed to ensure his physical development. He is taught language, art, arithmetic, science and music in a psychological manner through the medium of play.

Teaching

So far we have to look to foreign system in the sphere of pre-primary education. The result is that so far we have adopted only Froebel, Montessori or play systems. But now efforts are being made and new researches conducted in order to evolve a pattern suiting to Indian atmosphere. So far a mixed system comprising of Montessori and pre-basic system has been adopted by many schools in our country. But the Bhav Nagar Bal Shikshan Sangh is evolving a new system by incorporating the good qualities of both the above mentioned systems. There, therefore, appears to be a bright future for pre-primary education in India.

Summary

There are some practical difficulties facing education in India. Financial difficulty is one of the most major difficulties. So far as pre-primary education is concerned, it is mostly related with the family and its environment. As such, prior to the child's education it is necessary to provide the family with education. This problem may be solved to an appreciable extent through adult education. As an overwhelming majority of Indian population lives in villages, the development of villages should be the first aim of the country. Under such conditions the efforts made in the field of pre-primary education may not be laudable, but they could certainly be called satisfactory.

CHAPTER 7

WASTE AND STAGNATION IN PRIMARY EDUCATION

1. Waste in Primary Education

The Indian Government after the attainment of independence, stressing the need of primary education provided sufficient funds for its development, but a scrutiny of previous statistics reveals that the desired success has not been achieved due to certain reasons. It has been observed that some children give up primary education before completing it. As such, the money spent on them during early years goes waste. Along with the money the labour and time of both the teacher and the taught are wasted. This is what we call a waste.¹ The available statistics reveal that till 1956-57 the percentage of children having dropped out before completing primary education was 57. Some of the reasons for this waste are given below :—

(1) *Lack of Proper Arrangements.* In the absence of proper arrangements there is a shortage both of proper buildings and trained teachers. Besides, there is also a dearth of reading materials and equipments for healthy entertainment in schools. In this condition of scarcity the children feel that the present education is simply a burden. It is futile to imagine that this sort of education can foster the mental, physical and moral development of children. Therefore, many children give up study before completing primary education.

(2) *Illiterate Guardians.* The statistics available in 1960 revealed that 80 per cent population of India was illiterate. Illiterate guardians who do not understand the value and utility of education are not inclined to send their children to schools. Moreover, how can they be persuaded to send their children to schools which do not impart education that can fulfil one's daily requirements? The result is that they initiate their children in some vocation even before they complete their primary education.

(3) *Unsuitability of Administration.* Much of the money that has gone a waste on primary education in India has been due to mal-administration in this sphere. Under the education expansion scheme the number of teachers, inspectors of schools and

1. Report of Hartog Committee.

administrative officers was not increased in proportion to the increase in the number of schools. The result is that neither the teachers are able to give enough time to students nor do the inspectors find enough time to inspect the schools. The administrative officers have no time to plan and think. Lack of means of communication and other facilities of inspection are responsible for waste of money.

In most of the states there are no fixed rules for joining or leaving a primary school. The students are free to join any class and report any birth date. They can leave the school whenever they desire. In this way there arises a difficulty in teaching when the children in the same class differ in age, group and mental standard. Besides, bad psychological effect hits the students who do not take interest in their studies. The unsuitability of atmosphere in the class-rooms encourages students to remain absent from the class and finally they leave the school. The reason for students remaining away from the class is the poverty of the parents and bad spacing of holidays. Agriculturists are generally more busy during crop-sowing and crop-cutting seasons. On these occasions they mostly check their children from attending classes. This absence causes interruption in their education and after some time becomes the cause of waste. The administrative officers should, therefore, keep the needs of the parents in view while preparing the list of holidays for primary schools.

(4) *Unsatisfactory Financial Conditions.* Poverty of Indian masses is a stumbling block in the development of primary education in the country. What to say of providing books and stationery to their children, the poor parents find it difficult even to provide two meals per day. They, therefore, stop their children from attending schools and instead introduce them in some vocations to supplement their incomes. In this way many children give up primary education in the middle and money spent on their education proves to be a mere waste.

(5) *Defective Curriculum.* Many primary schools have not so far been converted into basic schools and their curriculum is one-sided and still devoid of interest. The children of tender age neither find it interesting nor attractive, and it appears to them as a burden. As they get into higher classes, their burden increases and a stage is reached when finding it difficult to bear it any more, they leave the schools.

(6) *Conservatism and Social Practices.* India, traditionally, is a conservative country. Even till this day she is sticking to some such social traditions that can only be called bad social practices. Despite the efforts of social reformers and some

legislation, the practices of child marriage, indifference and contempt towards girls, veil system etc., still prevail in many sections of the Indian society. Many do not favour co-education even in primary classes. The result is either the girls remain uneducated or the money on their education is wasted. The same situation faces the boys after their marriage. One reason why people do not favour girl education is that they do not consider it economically profitable because in an Indian family male members feel that the responsibility of earning and feeding the family rests on them alone. These evil social traditions are proving costly to primary education.

Some suggestions are given below to remove the above cited causes :—

2. Suggestions to Remove the Waste

(1) *Improvement in the Curriculum.* In order to remove the non-interesting and non-utilitarian aspect of primary education some useful vocational training or handicraft according to local demands should be introduced in the curriculum and its unnecessary parts should be removed. The courses of study of boys and girls should differ and made purposeful keeping in view their different tastes and responsibilities. The curriculum should be flexible so that according to needs it may be made attractive, interesting and purposeful. The introduction of a suitable handicraft is essential for the development of their creative and constructive instincts.

(2) *Changes in the Educational Pattern.* Following are the factors that cause waste in education:—

- (a) Lack of suitable reading material,
- (b) Unsuitable atmosphere of schools,
- (c) Dearth of stadiums, play grounds and equipments for healthy entertainment,
- (d) Shortage of trained teachers.

Due to the above difficulties the all-round development of children is not possible and schools appear to them like prisons. In this condition to expect that a boy will leave school after completing his education will simply be a fancy. The condition of single-teacher schools is deplorable due to shortage of trained teachers. If due to some reason the teacher fails to attend the school the class turns into a noisy market and no guardian likes indiscipline and noise in the school. Besides, to think that the same teacher will teach with equal zeal and efficiency all classes is to expect too much from him. The waste in education can, therefore, only be removed when these defects are removed.

(3) *Educating the Guardians.* Another important reason for waste in education is the illiterate guardians. Being unaware of the importance of education in human life the illiterate parents do not send their boys to school or if they send, they remain indifferent towards their educational progress which in turn causes waste. As such, part time educational institutions should be set up to create in the guardians interest towards education. The government is making some efforts in this direction.

(4) *Due Changes in the Administration.* Adequate reforms have to be made in the administration in order to check the waste. This can be done by increasing the strength of inspecting staff, introducing better inspecting system and providing more reasonable facilities. Besides, a definite educational policy should be formulated and rules should be framed regarding age, efficiency, capacity and admission of children. Emphasis should be laid on regular attendance and standard of education should be raised. Local bodies should take keen interest in the sphere of educational development and administration.

(5) *Removal of Social Evils.* The main social evils that stand in the way of development of education are child marriage, indifference towards female education and narrow outlook towards co-education. Revolutionary steps to eradicate these evils will neither be proper nor practical. As such, the future citizens of the country should patiently and steadily work for the removal of these social evils.

(6) *Solving the Financial Difficulties.* Ever since the country attained freedom, the Government of India has been consistently making efforts for the economic development of the country. Some success has been achieved during the first two Plans in this sphere, but it has not been adequate keeping in view the present needs and requirements. India is an agricultural country and as such, besides industrialising the country efforts are also being made for the development of agriculture and cottage-industries. It is hoped that by the end of the Third Plan when various schemes relating to economic development are completed the economy of the country will considerably improve. The statistics of the Second Plan reveals that the average income of a man in the country has increased by 18 per cent but the cost of the things needed in daily life has increased hundred per cent. In these circumstances it is wrong to think that the 18 per cent increase in income will solve our economic problems and meet the 60 per cent of money wasted over primary education. It is, therefore, necessary that while we complete our development plans we should also make efforts to check the inflationary trends.

3. Stagnation in Primary Education

By stagnation we mean that a student continues to remain in one class for more than a year or the prescribed course is not completed within the allotted time. Stagnation is a major factor responsible for waste in primary education, both directly and indirectly. If a student completes five years' course in seven years' time, it naturally means that he has wasted two years' time and labour. Besides, if the student consistently fails in a class he loses interest in studies. The guardian also gets discouraged and loses interest in the child's education. In the end it generally happens that the child gives up studies and either gets into some trade helping his guardian to supplement his income or turns a vagabond menacing the society and thus increasing the burden on the nation. In this way stagnation damages the primary education to a great extent. Statistics reveal that the percentage of stagnation is high in the early primary classes. The average of stagnation figures for all the five classes come to about 60 per cent. Only 40 per cent children make full use of the money spent over them. Hence it is necessary to think over the causes of this increased stagnation.

4. Causes of Stagnation

The following are some of the main causes of stagnation:

(1) *Heavy and Uninteresting Curriculum.* The children studying in the primary classes are mostly in the tender age group of six to eleven years, and they have to study five subjects including arithmetic and science which are uninteresting for the children of this tender age. So they find it difficult to complete this huge and uninteresting curriculum within the prescribed period. They, therefore, fall a victim to stagnation.

(2) *Absence of Definite Admission Rules.* There being no definite rules regarding admission in primary classes any child of any age within the age-group can seek admission in any class he desires. The result is that there is no co-ordination and balance between one's physical and mental development and consequently he remains in a class for more than a year.

(3) *Unsuitable Atmosphere and Conditions.* Mostly two different types of atmosphere face the student when he gets admission in the class. The first is that of his family or locality and the second is that of the school which comprises of children of various families and different societies. It is generally not possible for all the children to strike a balance between the two. This mal-adjustment sometimes not only causes stagnation but also becomes responsible for juvenile delinquency. Child

delinquency is a very contagious disease and easily spreads from one child to another.

Sometimes the atmosphere of school, family or the home being undesirable and unfavourable for education causes stagnation. Many children do not get sufficient time to read at their homes with the result that neither they complete the home task nor the prescribed course within the expected time. Hence they do not achieve success in the examination. The stagnation is, therefore, natural in their case.

(4) *Physical Weaknesses of Students.* The healthy body possesses a healthy mind. Our children do not get balanced diet with the result that their physical development gets retarded. The mind and the memory, therefore, do not develop to the desired extent and the children fail to complete their course within the prescribed time.

(5) *Social Evils.* Sometimes some evil social practices also become major hurdles responsible for stagnation. Even to-day early marriages take place and the boys and girls get involved in the pleasures of married life. They do not take interest in studies and therefore they fail in examinations. Besides, on boys falls the responsibility of the family and worried on these accounts they leave the study. Girls also in particular seldom find opportunity to pursue their education after marriage.

(6) *Defective Education System.* Due to shortage of teachers a teacher has generally to take more classes and teach various subjects. Under these circumstances it is simply a folly to expect that the students will be able to complete their courses in time. Lack of trained teachers, dearth of educational material, unsuitable and improper atmosphere of school buildings are some of the causes responsible for stagnation in primary classes.

(7) *Defective Pattern of Examination.* Through the present examination system efforts are made to assess the knowledge gained by the student in a year within a few hours through some questions. Not the least importance is attached to the work a student does throughout the year. If due to any reason the student, despite knowing the answer, fails to reply, his entire year is lost and he once again has to study in the same class. In this way the prevailing system of examination, besides being full of defects, also helps to increase stagnation.

5. Some Suggestions For Preventing Stagnation

We have acquainted ourselves above with some of the causes that cause waste in education and are responsible for stagnation.

Now we have to deliberate as to how to free education from the causes that are responsible for waste and stagnation. Some suggestions to remove these causes are mentioned below:-

(1) *Improvement of Curriculum.* It is necessary to effect changes in the tough and burdensome curriculum in order to avoid stagnation. Stagnation may be avoided by making the subjects of science and arithmetic light and interesting. The method of teaching these subjects should also be made attractive and the number of subjects should also be reduced.

(2) *Regulation of Admission Policy.* The administrators and the inspectors should formulate a uniform policy and strictly observe it. Stagnation may be checked by framing rules regarding the age and the stage of mental and physical developments for the purposes of admission.

(3) *Improvement of the Atmosphere.* Changes in the home, society and school atmosphere should be made in order to stop stagnation. The changes made should aim at improving and making the atmosphere healthy. To achieve this it is desirable that the public, the teachers and the government should co-operate. It is necessary to remove evil social practices and false values. Restrictions should be imposed on indecent film-songs and their dirty publicity. Much success in this sphere may be achieved by providing healthy entertainment to children under the supervision of teachers and adult education to the illiterate guardians.

(4) *Improvement of Health.* Physical development is essential for mental development of students, but the tragedy is that most of the parents in our country are unable to provide nourishing food for their children. In view of the helplessness of the parents it is the responsibility of the State to take over the charge of providing food to the future citizens of the country. Indifference of the Indian Government towards this problem when other nations are busy in the development of their man power may prove harmful for the nation. It is, therefore, necessary to provide milk and other nourishing foods to the school going children. This is essential for removing stagnation and for building up healthy citizens.

(5) *Improvement in Teaching Method.* The prevailing teaching methods-being unpsychological and unattractive cause stagnation. The problem of stagnation may be solved to a large extent if psychological systems prevailing in other developed countries are adopted in this country, too. In adopting these systems we will face the difficulty of finding enough money and sufficient

number of trained teachers. This difficulty may be overcome if love for education is created in well-to-do persons.

(6) *Stopping Child Marriage.* Although child marriage has been proclaimed an offence under the Act of 1930, yet the social practice still recognises it. Unless the society looks down on this practice with contempt, it will not stop. As such, it is the duty of the public and leaders to put an end to this practice. The government, too, should take effective steps to ensure the observance of the Act.

Reforms in the Examination System. The system of examination should be based on the principle that education is imparted for gaining knowledge and not only for success in examinations. The system, therefore, should examine the whole year's work and promotions should be given after testing the real knowledge.

It is thus expected that by successfully implementing the above suggestion stagnation can be checked and waste on education avoided.

Summary

Waste in Education. Waste in primary education takes place when students leave the school without completing the full course. By leaving the education in the middle all money and labour spent on education is a waste.

Causes of Waste. The following are the main causes of waste

—(1) Lack of proper arrangements, (2) Illiteracy of guardians, (3) Improper and unsuitable administration, (4) Poor finances, (5) Defective curriculum and (6) Conservatism and evil social practices.

Some Suggestions to Check Waste. (1) Improvement and revision of curriculum, (2) Effecting changes in the educational pattern (3) Educating the guardians (4) Effecting changes in administration (5) Removal of social evils and (6) Solving financial problems.

Stagnation in Education. Stagnation means not completing the course within the prescribed time. Indirectly, it is a waste. The main causes are : (1) Heavy and uninteresting curriculum, (2) Flexibility of school admission rules, (3) Unsuitable conditions and atmosphere, (4) Physical unfitness (5) Evil social practices, (6) Defective educational pattern and (7) Defective examinations.

Suggestions to Check Stagnation. Revision and improvement of curriculum, (2) Formulation of a definite admission policy, (3) Reform and improvement in atmosphere, (4) Development of health, (5) Changes in teaching methods, (6) Ending the practice of child marriage and (7) Changes in the examination pattern.

CHAPTER 8

TEACHERS' TRAINING

Teachers' training was not considered so important a few years back as it is considered to-day. In the past the teachers thought that their responsibilities ended by making the students cram the prescribed lessons of text books. The art of teaching did not enjoy any reputation at that time. The teacher divided his class into small groups. Each group prepared its lessons under the supervision of a brilliant student. This brilliant student in a way acted as the teacher. The teacher examined the work done by the groups of these intelligent students. This system prevailed in India till the 19th century. The system was known as the teacher-student system.

The teacher student or the monitorial system was given recognition by Andrew Bell in the Madras Soldiers Orphanage in the year 1787. Gradually with the experience of the importance of training improvements were made in the monitorial system.

Monitorial System

The credit for giving birth to the teacher's training system also goes to individual or private institutions. First of all Dr. Kore opened a normal school at Srirampur for the training of teachers for primary schools. In 1819 Calcutta local school committee opened a teachers' training centre. Sir Thomas Munroe started a central school at Madras for teachers' training. In the same year the Bombay Desbi Shiksha Mandal trained 28 teachers for primary schools and entrusted them with the responsibility of inspecting various primary schools. The Women's Education Committee, Calcutta, started a training centre for training women teachers.

Besides the private institutions, the Government also made some efforts in this direction. In his Despatch of 1854 Wood clearly emphasised the need of teachers' training. This need was again emphasised in 1859 when it was felt that sufficient progress was not made in this sphere. It was also decided to keep a sum apart from the school grant for trained teachers' pay. Besides, normal schools were opened at Bombay, Calcutta, Poona, Surat, Agra, Meerut and Banaras. Three more normal schools were opened in the Bengal province in addition to that of Calcutta.

So far as the question of the training of secondary teachers is concerned proper arrangements were not yet made. Training colleges were opened at Madras and Lahore in 1856 and 1881 respectively. In these colleges both graduates and under-graduates were imparted training side by side. In their training emphasis was laid on extra-curricular subjects while stress was laid on prescribed subjects in the training at normal schools.

Teacher's Training

The second stage of the development of teacher's training commences from 1882 and lasts till 1947. Stress was laid on the training of secondary school teachers during this period as a result of which 34 training colleges for secondary school teachers were established up to 1947 in the country. The number of normal schools for the training of teachers and women teachers was 339 and 189 respectively. In these institutions 2,493 graduates, 23,754 primary school teachers and 10,193 women teachers were receiving training.

Improvements were effected in the arrangements and curriculum of these schools as a result of the recommendations of the Indian Education Commission of 1882 and the education policy formulated in 1904. Sufficient emphasis began to be given on principles of teaching and teaching practices. The education policy laid down that the period of training in the case of graduates should be a year and two years in the case of under-graduates. A practice school (where teachers under training could practise teaching) was to be attached with the training college for practical training. Untrained persons were debarred from entering teaching profession according to the education policy of 1913. As a result of this step the importance of training increased tremendously. Besides, improvements were also made by the efforts of the Hartog Committee and Calcutta University commission.

Teachers' Training in Independent India

The aim of education in India prior to independence was to produce clerks. But with the attainment of freedom the responsibility for the development and progress of the country has fallen on the shoulders of the people. Hence the aim of the education, too, has undergone a revolutionary change. The aim of education in independent India is now the all-round development of the individual and making him a responsible citizen. As such, along with basic education efforts are now being made to effect necessary changes and improvements in

the educational pattern. The leaders of the country have felt that the successful implementation of all the development plans rests on able and responsible citizens and education is the only medium of making them so. Good education depends on good and trained teachers. The result is that necessary improvements and changes are being made in the training arrangements. So the work of training teachers has also made strides after the attainment of freedom. Keeping in view the different standards of education in the country, six types of training institutions are providing training to student-teachers. Brief account of these is given below:—

(a) *Pre-primary Training Schools.* Generally persons having passed Upper Primary or High School examination are trained in pre-primary training schools. Considerable differences exist between the methods and courses of study in pre-primary schools in different states of the country. As such, uniformity does not exist in the curricula of these training schools. The teachers trained in these schools are given training to teach in nursery, kindergarten or pre-primary schools. The Baroda University has also started a post-graduate pre-primary training diploma course to the teachers of these primary schools and inspectors. The Government of India established the Indian Children Education Committee in 1953-54 for the supervision and development of pre-primary education. The Committee is still engaged in its work. On the whole, there are about 3 Government and 30 private institutions preparing teachers for pre-primary schools

(b) *Primary Training (Normal) Schools.* Even before independence basic education was introduced in several primary schools in accordance with the scheme of Mahatma Gandhi and at present the scheme is being actively implemented in almost all primary schools in the country. But even then there are many primary schools in every state where some non-basic primary schools still exist. As such, Normal Training schools and training schools are of two varieties. Besides in these schools there are some teachers whose educational qualification is either High School or Upper Primary only. Therefore, two kinds of courses have been provided for these two categories of teachers and after completing two years' training one is awarded Junior Teachers Certificate and the other Senior Teacher's Certificate. In the course for Senior Teachers Certificate more attention is comparatively paid on subjects like algebra, geometry, school and class managements etc.

There is a lot of difference between the basic and the non-basic curricula. In the basic course not only the social, vocational and handicrafts are included in the subject but particular stress

is also given for acquiring practical knowledge. The basic course may be sub-divided into four categories, e.g., handicraft, education, social education and literary knowledge. Hindustani Talimi Sangh prepared the curriculum of the basic education. Some States accepted it in toto, but some accepted it with some modifications. Handicraft has also a place in the non-basic curriculum but this system is nearly extinct. Even as early as 1956-57 while there were 335 non-basic teacher's training centres, the number of basic teacher's training centres was as high as 581.

(c) *Junior Training Colleges.* Mostly undergraduates work as teachers in the pre-secondary schools or middle schools. Different types of arrangement have been made by different states for their training but generally the curriculum is almost the same; of course, there may exist some difference in standards. The curriculum is mostly divided into two parts, theoretical work and principles of teaching. For this training the Jabalpur, Sagar and Nagpur Universities provide one year's Diploma in Training Course (Dip. T. Course) and the Baroda, Gujarat, Bombay, Karnataka and Poona Universities provide one year's T. D. Course. The States Governments have also established a number of Junior Training Colleges.

(d) *Training College.* With the expansion and development of basic education the education departments of the various States had to establish institutions for the training of graduates as teachers and inspectors. Some universities have also made efforts in this direction. Besides, the Education Department of the U. P. Government and the Universities and Colleges at Aligarh, Allahabad, Lucknow, Gorakhpur, Delhi, Agra, Annamalai, Baroda, Varanasi, Gauhati, Calcutta, Osmania, Jabalpur, Nagpur, Rajasthan, Vikram, Patna and others have also made provisions for teachers' training. The teachers for high schools after training are awarded degrees and diplomas like B. T.; L. T., B. Ed., and Dip. Ed., etc. The course of this training is generally of one year's duration. There is a difference in the courses of basic colleges and other training colleges. Efforts are being made to bring a uniformity in the courses of colleges in different States. The provision to earn the M.Ed. degree is also made by most of the universities in the country. This is one year's advanced specialised course in education meant to produce specialists in the area of education.

(e) *Specialist Training Centres.* Provisions for specialised training in various subjects besides teacher's training centres are also being made. These special training centres or colleges provide specialised training and research facilities in their subjects like music, physical education, arts and crafts, domestic science

and handicrafts, etc. Besides, there are some institutions in which arrangements exist for training in various subjects. The Union Government has established at Gwalior in 1957 a physical training college named after Maharani Laxmi Bai.

(f) *Research Work.* A two years' Ph. D. course has been provided for post-graduate students, after he has passed M. A. (Education) or M. Ed. The examinations of M. A. (Education) and M. Ed. are almost equivalent in standard. The difference exists in name only. For Ph. D. a major thesis has to be submitted. It is regretted that research work in the sphere of basic education has not made any remarkable progress, despite sufficient grants given by the Government of India for this purpose.

(g) *Training of Lady Teachers.* Arrangements for the training of lady teachers exists along with male teachers in most of the training colleges, but there are some institutions which are exclusively meant for training lady teachers. The figures in 1956-57 were as follows :—

	<i>No. of Lady Teachers Training Centres</i>	<i>No. of Basic Centres</i>	<i>No. of Students in Basic Centres</i>	<i>No. of Non-Basic Centres</i>	<i>No. of Students in Non- Basic Schools</i>
	1	2	3	4	5
Colleges	31	1	407	30	4,154
Schools	258	146	13,364	142	12,550

In-service Teachers' Training

For a proper education system in a country more emphasis has to be laid on in-service teachers' training rather than on the teachers' training. In-service teachers' training keeps the teachers knowledge up-to-date. Through this the teachers become aware of the latest educational researches, problems and informations. In the absence of in-service training it is possible that an

efficient teacher of to-day may become inefficient in the future, because he may not be able to know the latest educational problems and thus may lack in the up-to-date knowledge of conditions prevailing in the educational sphere. The State governments and training institutions arrange from time to time refresher courses and seminar in order to post teachers with the latest knowledge about their subjects. But this has not yet taken a regular and organised shape. In order to achieve this object, some training colleges have arranged expansion centres. Their number in 1955, 1956 and 1957 was 24, 41 and 53 respectively.

The expansion centres provide for teachers in-service training through the help of long and short term courses, workshops seminars, educational weeks, exhibitions, discussion and guidance, libraries, audiovisual aids pamphlets and other publications. These expansion centres receive financial help and educational material and equipment from Ford Foundation and American Technical Co-operation Mission.

Some Problems Relating to Teachers' Training

After attainment of independence efforts for the expansion and development of education were made by political parties, public and the government. Even then there exist certain problems relating to education which need be solved to ensure all-round progress. Unless these problems are solved no progress worth the name will be made. Some of these important problems are discussed below.

(1) *Utilitarian Educational Philosophy.* The aim of our education to-day is to effect all-round development of individual's personality and make him a responsible and able citizen. In order to achieve this aim, it is necessary to introduce revolutionary changes in the present educational system. The education has to be made completely practical and utilitarian. This ideology had given birth to basic education which is going to be introduced throughout the country. Hence, efforts are being made to effect changes in the courses of training schools and basic training schools are being established. Besides, efforts are also being made to introduce changes in the courses of B. T., B. Ed. and M. Ed., examinations etc., with a view to bring in co-ordination between life and education.

(2) *Disparity Between the Basic And Previous Curriculum.* There being two types of schools-the basic schools and the non-basic ones-two kinds of training institutions in the country are imparting training in different courses. In the courses of basic training school, special emphasis is laid on practical work and social life and it

has a rural bias, while in non-basic training schools emphasis is laid on principles relating to knowledge. It also lays emphasis on various teaching methods and has an urban bias.

According to the recommendations and suggestions of various committees and commissions it will be desirable to prepare a new curriculum incorporating the special features of both the systems which in the prevailing conditions may prove useful. Accordingly, in the university education and in the curriculum of B. Ed. and B. T., etc., emphasis will have to be reduced on theory while more importance will have to be attached to the practical side. The course will also have to be increased. The Viswa-Bharati and the Rajasthan universities are trying to pattern their curriculum to a large extent on this basis.

(3) *Narrowness of Training Courses.* The courses of B. Ed. and B.T. were prescribed at a time when the basic education had not come into existence. Importance at that time was mainly attached to theory of the knowledge of principles. It is because of this reason that the curricula of these examinations need to be amended and widened. Moreover, success will not be achieved if besides the amendment of curricula the period of training is not increased in proportion to increase in the course. Although the B. Ed. course has been enlarged and made comparatively more practical yet the period of training has not been increased. Under these circumstances the problem will not be solved by only enlarging the course. The Secondary Education Committee had this factor in view and recommended the extension of the period of B. Ed. course to two years. But this had not so far become possible due to education expansion policy of the government.

Under the present circumstances some success may be achieved by implementing the three years' degree course. A three years' B. A. (Education) course may be provided. For gaining practical teaching experience, the schools in rural areas should be selected or the students be kept under the supervision of trained teachers of rural schools for sometime where besides gaining teaching experience the students may also gain a practical knowledge of preparing the progress-report and the audio-visual equipments for boys. They will also get an opportunity there to participate in co-curricular activities and get acquainted with the conditions of rural society. In this way the training courses may be enlarged and made more utilitarian.

It is worth mentioning here that the above problems do not relate to higher secondary schools only. The junior high-schools and primary school teachers, too, do not get enough

training, because the courses at normal schools last only for about a year or so. It is necessary for the teachers of junior high schools that they should acquire specialised training in some sphere of education. Besides, some people think that the training period of these teachers should also be extended to two years' duration.

(4) *Presence of Untrained Teachers in Colleges and Universities.* The teachers taking graduate and post-graduate classes in universities and colleges are mostly untrained. It is true that they are experts in their subjects yet to possess the knowledge of a subject is one thing, while having the technique of teaching that subject is another. There may be deficiency in them in the matter of method of teaching. Therefore some people hold the opinion that the teachers in universities and colleges also should know the technique of giving lectures, explaining the subject and inspiring students towards the acquisition of new knowledge. Therefore, some sort of training is also necessary for them.

(5) *Narrowness of Post-Graduate Training Course.* The main post-graduate course in education is the M. Ed. The main aim of this examination is to provide one with specialised knowledge of education for becoming education-administrators, teachers for training colleges and teachers of higher standard. But it is regretted that due to narrowness of the course the desired results are not being achieved and the present needs are not being fulfilled in a satisfactory manner. As such, the M. Ed. course should not remain an extension of B. Ed., but instead, be divided into three parts-compulsory, optional and oral. Under each of them it is necessary to give detailed instructions in the following subjects:

(i) *Compulsory.* Educational statistics, research, knowledge of elements of education, educational psychology, present system of education and courses in foreign countries and a comparative study of rules regarding educational administration.

(ii) *Optional.* Specialised knowledge in a particular branch of education.

(iii) *Oral.* Determining the success in the above subjects through written examinations alone is not enough. There should be a *viva voce* test also.

(6) *Research.* The work of training institutions is not limited to giving training only. The Secondary Education Commission has also recommended that the training institutions should also be charged with the responsibility of carrying on research work relating to education. The assistance of student-teachers and teachers of secondary schools may be taken in

research work relating to the elements of education. Although research is being done on this subject in the country but there is much need of research on social education, practical work for prescribing courses of study, child psychology, teaching methods, intelligence test, organising examination, work load on teachers, vocational guidance and conditions of teachers etc. Very little research work has been done in the sphere of education in India, but it has been found that various research centres carry on work on almost the same subject. In order to avoid this unnecessary duplication, the Radhakrishnan Commission recommended the organisation of research work on an all-India basis.

(7) *Lack of Uniformity in Training Institutions and Their Diplomas and Certificates.* Uniformity in the standard of the curricula of training institutions is necessary for the development and progress of training. The duration of training should be the same and the certificates awarded by them, too, should have equal value and recognition. Side by side it is also necessary to remove disparity in the standards of different institutions. In the absence of parity the expected enthusiasm is not witnessed among the teachers. Sometimes even the institutions of the education department or universities of the same State show disparity in the standard of teacher's training classes. To remove this inadequacy the Secondary Education Commission has recommended that post-graduate training and under-graduate training should be controlled by universities and state institutions, respectively. In order to maintain a co-ordination in both the standards, it is also desirable that a close contact is maintained between the two departments.

Teachers' Status

The status of a teacher should be very high in the society because he is the maker of future citizens, administrators and statesmen. But it is a matter of great regret that in India teachers do not occupy a high place in the society. The teacher who in the Indian culture has the same place as that of parents is unfortunately to-day considered merely as an ordinary worker. In different states the grades of salary of teachers vary. There is a considerable difference between the maximum and the minimum pay. The disparity is to such an extent that in the same state a teacher employed in a government institution gets much higher pay than a teacher of the same standard and qualification working in a non-government institution. No attention is paid towards amenities like medical treatment and educational facilities to their children in non-government schools. Their services also depend on the sweet will of the managers. In some schools

it is reported that teachers receive only Rs. 75/- or Rs. 100/- p. m. while they sign on bills of Rs. 150/-. Although rules have been made by the government to check these evil practices, yet they are not being observed strictly by some delinquent managers. According to 1956-57 statistics as many as seven lakh primary teachers out of 12 lakhs were receiving salaries less than those of government peons.

The conditions of the university teachers may be called to be somewhat satisfactory but the teachers of affiliated degree colleges have to face many difficulties. The Union and the States governments are now paying attention to these problems and it is hoped that the condition of teachers will become better in the near future.

Summary

The educational activities depend on the organisation of teachers' training. The organisation of teachers' training in India at present is not satisfactory. There is a wide disparity in the training system in the different states of India. With the coming into existence of basic education the necessity of attaching more importance to practical aspect is being keenly felt. Efforts in this direction are being made in view of the recommendations of Radhakrishnan Commission, Secondary Education Committee, Chancellors' Conference and various seminars of educational officers.

India is much backward so far guidance and training in the sphere of technical education is concerned. Research work in the field of education, too, is not being carried on in a satisfactory manner. However, the Union and the State governments are taking steps to improve conditions in this sphere. It is also necessary to take steps to improve the conditions of teachers, but because the country is passing through an economic crisis it is the duty of the public and teachers not to further burden the government and depend on it entirely. They should instead become self-reliant and help in improving the condition of the country. They should not confine themselves to the four walls of the school but should come out and give lead to the country.

CHAPTER 9

COMPULSORY EDUCATION

In 1950 the Indian Constitution specified that free and compulsory education throughout the country would be provided to all the children upto the age of 14 years. Accordingly the States governments were directed to achieve this objective within the next ten years. This national effort was in keeping with the needs of the country. Under the circumstances when only 16 per cent of the population was literate introduction of compulsory education upto a certain limit was particularly desirable. For a country having pinned its hopes in democratic system it was necessary that its people be given compulsory education in order to instil in them a sense of nationality and citizenship. Education was also necessary for success of democracy and providing it stability. Equal opportunity to every one is the basic principle of democracy and there can be no partiality in its implementation. The success of democracy is possible only when a man is aware of his responsibility, rights as well as his duty towards others. This required a proper change in the mental outlook of the people. The Second World War had shown that the members of the so-called civilized and cultured society, if misguided, could commit brutal acts that would put to shame even the barbarous communities of the past. This could only be called a social backwardness or lack of social sense. Conduct occupies an important place in the society. Despite being civilised, people generally do not feel their duty and responsibilities and do not make proper use of their rights. All this leads to the conclusion that in natural behaviour man possesses those very instincts that are similar to the instinct of an ordinary animal. It is only by his good conduct that he can make a good society. A practical man has to pay due regard to the feelings of every other man. And for making all these noble contributions a man has to be educated. By looking into these things it is clear that the provision in our Constitution for educating everyone upto a certain age is a national necessity.

Primary Education Before It Was Made Compulsory

Before the establishment of the British empire, the old and traditional educational system was prevailing in the country. But foreign rule over a considerably long period so much affected and discouraged it that it lost its finer points and by the end of the 18th century it almost became a skeleton and lost its existence.

But while the adverse circumstances stopped its development and destroyed it, Indians' intense love for their traditional education system could not be destroyed. It remained deeply associated with their social and cultural life. With the expansion of British empire after the battle of Plassey in 1757 some Indian educational institutions remained busy in the expansion of education. Nearly one lakh primary schools were running in Bengal alone.

But this system did not last for long. The main reason for this decay was the empire-building policy of the British according to which they tried to stabilise their supremacy by modifying or overhauling the social, literary and cultural values of the conquered country. So the Britishers in order to give a permanent footing to their political supremacy, besides introducing Western pattern of educational system and culture, tried to discourage the Indian method of education. They succeeded in their policy. Because of destructive blows since the beginning of the nineteenth century, decay started gradually in the Indian traditional educational system. In this work of destroying the traditional Indian education, the Christian missionaries played a more important role than the East India Company. They established primary, secondary and higher schools on the Western pattern for achieving the aim of spreading Christianity.

The British Parliament under the charter of 1813 authorised the East India Company to spend rupees one lakh yearly for the education of Indian people, development of scientific work and the progress of Indian literature. But due to the indifference of the Directors and Officers of the Company the order remained completely neglected for about ten years. The main interest of the Company in India was her trade and earning more and more profits. Hence, it considered the efforts of the missionaries sufficient and showed indifference towards the development of education. There was also practical difficulty in following the Charter in true spirit because the sum of rupees one lakh was too meagre in view of the vastness and large population of the country and it was difficult to decide on which particular sphere this money should be utilised. These problems were reviewed in 1824 and it was decided to spend a certain percentage of the allotted money on primary education.

During the rule of the Company upto 1857 the efforts in the sphere of education remained completely unsatisfactory. In the Wood's Despatch of 1854 while criticising the educational activities of the Company it was admitted that the Company had completely neglected education in India. Accordingly, the Despatch urged that the responsibility of encouraging the Indian

schools, expansion of primary education, proper financial assistance and provision of useful and practical education for the Indian people should be the duty of the Company. But during the Company rule prior to Indian revolt of 1857, financial help was given only to higher and secondary education. No expansion of primary education worth the name took place.

After the revolt of 1857 the rule of the Company ended and the British Parliament took the administration of India directly in its own hands. The direct rule by the British Parliament was more well organised. The next 30 years were particularly important in the history of primary education. In the Stanley Charter of 1859 it was announced that the responsibility of primary education in India would be the direct responsibility of the Indian administration. The right to tax the Indian public for expansion of education was given to the Government of India. By 1882 nearly 29,000 primary schools with capacity to teach 21 lakh students had been established in the country. For the expansion of primary education this provision was so inadequate that only 1.2 per cent children could be made literate.

Despite the patronage extended by the Government during the nineteenth century, proper expansion of education in India could not take place. This was even accepted by Lord Curzon, the then Viceroy of India. Lord Curzon held the view that primary education whose object was to educate the common people in the local or mother tongue should be fully developed and available to every one. Full patronage of the Government was necessary for primary education. The then Government in order to free itself from this responsibility took an inadequate step and without considering the recommendations of the Indian Education Commission of 1882 transferred the responsibility of primary education to local bodies. It was expected that this step would help the expansion of primary education but due to wilful indifference of the government the local bodies had to face financial difficulties in this work. Lack of finances was a major obstacle in the progress of primary education, and despite continuous efforts of the local bodies, its progress remained unsatisfactory. The result was that during the period of 20 years from the year 1882 to 1902 only an increase of 6.6 lakhs of students could be recorded at the primary stage of education.

Lord Curzon, the Viceroy of India, made commendable efforts for the expansion and development of primary education. As a matter of fact, a Curzon era could in plain words be called the first stage in the development of primary education. The plain speaking of Lord Curzon gave much encouragement and

fearlessness to the Indian people in the sphere of education. Without any fear the people asked the Government to discharge its responsibilities towards primary education. It was also expected in those days that primary education would make much headway during Curzon's regime, but Lord Curzon's unfortunate policy of the partition of Bengal made all his reformatory efforts pale into insignificance. The public rose against it. The Indian National Congress held its session at Calcutta in 1905 and made strong criticism of the government policies. Under this adverse and unfavourable situation neither the governmental nor the non-governmental policies, despite their importance, could be successfully implemented. In spite of all this the primary education took root during this period.

Efforts To Make Primary Education Compulsory

The British Government felt relieved after transferring the responsibility of primary education to local bodies. It believed in the policy that in the sphere of education in India its duty was confined only to guidance; but some educationists like William Adam, Captain Wingate and T. C. Hope of England in their letters to the Government emphasised the need of declaring primary education compulsory. Although their representation did not succeed in moving the Government, yet they gave more and more inspiration and encouragement to the Indian people. The result was that the Indian leaders gave education an important place in their national struggle and this gave rise to educational movements. The credit for giving birth to this movement goes to Sir Ibrahim Rahimatulla Khan and Sir Chiman Lal Setalwad, the lovers of education from Bombay. As a result of their demand, the Bombay Government appointed a committee in 1906 to enquire into the question of education. The Committee after examining the demands and enquiring into the issues said in its report that the general public was not prepared to accept the policy of primary education. As such, the old policy continued as before.

The Liberal Policy of the Baroda Ruler

In view of the utility of primary education Maharaja Sayaji Rao Gaikwad, the ruler of Baroda State, introduced compulsory primary education in some 52 villages of his State. An Act was also passed in 1906 for the expansion of this scheme under which primary education was made compulsory for boys in the age group of seven years to twelve years and for girls in that of seven to ten years.

Efforts of Gopal Krishna Gokhale

Inspired by the efforts of the Baroda ruler Gopal Krishna Gokhale submitted a proposal in the Central Legislature to make the primary education free and compulsory throughout India, but this proposal remained a victim of red-tapism for nearly a year. Consequently, Gokhale introduced this proposal in the shape of a bill in the Central Assembly. The idea behind the bill was that with the sanction of the Government the local bodies should make primary education for children of 6 to 10 years compulsory in those regions where the fixed number of children were available. Unfortunately in the absence of majority vote the bill could not be passed.

Efforts of Vitthal Bhai Patel

The famous leader Vitthal Bhai Patel introduced a bill in the provincial legislative assembly of Bombay to make primary education compulsory within the municipal limits in Bombay province. This bill fortunately got through and became an Act in 1918. This Act made its impact throughout the country and by 1930 primary education was made compulsory for the children between six to ten years of age throughout India. The entire responsibility of compulsory education was handed over to local bodies and they were given the right of levying tax to meet expenditure on education.

EXPANSION OF COMPULSORY EDUCATION

The development of primary education took place at a rapid pace after the implementation of Primary Education Acts. The primary education further received impetus due to the then prevailing political and social condition and national awakening. The reasons for this rapid expansion were as follows:—

- (a) More State help came for education due to the formation of popular provincial ministries.
- (b) As a result of awakening of masses in India an all-India Women's Educational Conference was organised in 1927. The women, in this Conference, announced their determination and right to have equal facilities for education as were enjoyed by men.
- (c) As a result of the efforts of Mahatma Gandhi and Dr. Ambedkar, a new wave of awakening overtook Harijans, (Scheduled Castes). They became aware of their rights of receiving education and were trying to achieve it.

- (d) Besides the above reasons, the Acts passed by various State legislatures making primary education compulsory also accelerated the expansion and development of primary education.

Slackness in the Pace of Expansion

The development of primary education went on unobstructed and at a rapid speed till 1930; but unfortunately the Hartog Committee submitted its recommendations suggesting that the number of schools should not be increased. Instead, in order to improve the quality, the schools should be better equipped. This recommendation was accepted by the Government. Consequently slackness came in the speed of expansion.

Reorganisation

This pace of progress of primary education did not remain obstructed for long. In 1937 popular Congress Ministries came into power in six provinces and once again the pace of expansion gathered speed. In the Congress provinces more emphasis was laid on the establishment of primary schools in rural areas for making compulsory education available to the common citizen. As a result of this emphasis compulsory primary education became available for children of 10,017 rural areas and 229 towns by 1947. Besides, arrangement of primary education for girls existed in 1,404 villages and 10 towns.

DEVELOPMENT OF COMPULSORY EDUCATION AFTER INDEPENDENCE

After the attainment of independence, the administration of the country came in the hands of the people themselves. Due to the adoption of democratic system, the responsibility of the reconstruction and all-round development of the country came in the hands of the new administration. The national leaders realised that the success of democracy was only possible when the entire population was educated and understood their duty, rights and responsibilities. As such, the national Government under article 45 of the Constitution declared the principles of compulsory education and based its detailed educational programme on these principles. The Central Government started to meet 30 per cent of the expenditure incurred on education by the State Government for the expansion of compulsory education. Primary education was not only made compulsory but also free for children in the age group of 6 to 14 years. Although the financial condition of the nation was poor, a target for educating 60 per cent and 19 per cent children was fixed for the age groups of 6 to 11 years and 11 to 14 years, respectively in the Second Five

Year Plan. Although a number of difficulties arose before the Government in achieving this target, the progress achieved was not very bad.

Problems of Compulsory Education

1. *Neglect of Education by the Foreign Rule.* The British Government needed clerks in India for their commercial establishments and Government offices. As such, the education system that they introduced in India was nothing but a machine for producing clerks. They feared that the mass education would expose their selfish policies and the common man would rise to oppose their unjust acts. Under such circumstances they would not succeed in making India a market for English goods. The Foreign Rule, therefore, always neglected compulsory education.

2. *Political Problems.* As a result of centuries of exploitation, India's condition at the time of independence was very pathetic. The last blow inflicted on the country by the Britishers through their policy of divide and rule inflamed communal passions in this sub-continent and the Indian leaders, since the first day of independence, had to mobilise their entire resources in tackling the problems of communalism. Although they achieved some success, but after paying heavily in men and material. The huge problem of refugees confronted them. Besides, the national leaders had to make all out efforts for solving the problems of Indian States, abolition of 'Zamindaris' (feudalism), the problem of linguistic states, Kashmir and China. Consequently, proper attention could not be given to the compulsory education, its development and expansion.

3. *Lack of Practical Knowledge in Administrative Policies.* Two main educational problems cropped up before the country after independence. The first was the introduction of compulsory education for the children of 6 to 14 years age group and the second related to the transformation of traditional primary schools into basic ones. The first problem although it had been mentioned in the Constitution, yet due to financial stringency, the achievement of the fixed target remained an impossibility. Another main reason for its unsuccess was the implementation of basic education. Under such circumstances, when in the absence of required resources even financial and political conditions were far from being favourable, both these educational plans of the administration remained almost buried in the files. Even today the pace of their implementation is not free from doubt.

4. *Lack of Teachers.* Shortage of teachers is a prominent factor in the slow expansion of compulsory education and this is due to poor remunerations. Due to poor salaries, no highly qualified person likes to take up a teacher's job in primary schools. So far as the urban areas are concerned, the shortage of teachers is not so acute due to other available resources for supplementing their income, but in rural areas where such avenues of supplementing income do not exist, the shortage of teachers is keenly felt. This problem is even more serious so far as lady teachers are concerned. This situation is all the more harmful for India—a country comprising of villages mostly. The dearth of training schools for teachers is also responsible for non-development of compulsory education to a limit. But these problems have been tackled to some extent.

5. *Shortage of Funds.* The burden of primary education is being shouldered mostly by local bodies since the British rule. The British adopted this policy simply to misguide Indians, but it is regretted that the same policy is still being followed. The only change that has occurred since the establishment of democratic rule in the country is that the percentage of financial help for educational purpose to local bodies has been raised from 30 per cent to 33 per cent. It is simply a misnomer to expect that the local bodies with their poor financial resources would go on implementing successfully the compulsory primary education scheme.

6. *Defective Education Administration.* The burden of primary education in almost every State rests on local bodies, that is, on municipal and district boards. Constitutionally, pressure for the development of primary education could not be applied on district boards. Besides, the chairman and members of these bodies are the elected representatives of people. They do not want to further tax the already poor public and lose their votes. As such, these bodies generally fail in expanding compulsory education. In the sphere of the expansion of primary education although the number of schools have increased, there still continues a lack of good administrators and shortage of reading materials and necessary school equipments. Consequently, compulsory primary education has not made the desired progress.

7. *Unsatisfactory Teaching Standard.* The inadequacy of training schools and poor scale of pay has been responsible for not attracting efficient teachers to take up jobs as primary school teachers. In most cases teachers in primary schools have read

only upto the middle standard. Moreover, equipments and reading material, too, are insufficient in primary schools due to shortage of funds. Consequently, the standard of primary education is very low.

8. *Defective Curriculum.* The old curriculum of primary schools was defective. It had no scope for the development of the student's creative and constructive faculties nor did it help him in acquiring practical knowledge. Although the primary education has now been given the shape of basic education and the course of study has been changed accordingly, yet its implementation has not been satisfactory as it involves huge expenditure. Consequently the desired success in this sphere has not so far been achieved.

9. *Difficulties in Constructing School Buildings.* It is a complex problem to open schools in villages and unfortunately most of the Indian people live in villages. In this period of financial stringency, the problem of constructing school buildings is a difficult one. Moreover the population in villages being small, it is all the more difficult to select a village for the construction of the school building so that sufficient number of students could be benefited.

10. *Stagnation and Waste.* Figures indicate that only 43 per cent of the students who join primary school complete the full course. Inadequacy and unsuitability of reading material, unattractive school buildings and difficult curriculum are some of the reasons responsible for not attracting sufficient number of children to schools. Besides, the poor guardian in order to supplement his income introduces them in business at an early age, and he either does not send them to school or makes them leave the school before completing the full primary education. In this way waste of money and stagnation prove a hurdle in the way of achieving the goal.

11. *Shortage of School Buildings and Their Unsuitability.* Due to shortage of funds the construction programme of school buildings could not keep pace with the expansion of primary education. Consequently, arrangements for teaching have been made in places like temples, buildings and the houses of teachers etc. Needless to say that this state of affairs is entirely unsatisfactory. Such schools have neither play grounds nor is their environment healthy. Unsuitable buildings and crowded and noisy atmosphere have severely impeded the growth of primary education.

12. *The Problem of Language.* Like many other problems facing the primary education, the one concerning the medium of instruction is also a major one. In the section of the Indian Constitution dealing with the languages for compulsory primary education, 14 languages have been mentioned, but in India as many as 845 languages and dialects are spoken. Some of these languages are spoken by thousands of persons, but they do not possess either alphabets of their own or literature. Under such circumstances, it has become a problem to choose a language as medium of instruction at the primary stage.

13. *The Problem of Social Values.* Although every nation or society observes its traditions and practices, yet in India due to deep ignorance, the traditions and practices over-influence the people. Among these traditions and practices are some like child marriage, religious fanaticism and untouchability. These have proved obstructions in the expansion and development of primary education. Although the laws have been made to eradicate these evil practices, yet social practices proved more forceful to laws. Even to day efforts are made in some schools to avoid admission of Harijan¹ students on some pretext or the other. Early marriage causes dislocation of education. The boy neither gets opportunity to pursue studies nor any interest is left in him for the same. People could easily be found who frown upon co-education even in primary classes. Under such adverse conditions, how can one expect adequate expansion of compulsory education?

14. *Geographical Conditions.* India is a country which abounds in rivers, mountains and forests. In the hilly areas the villages are small and scattered at a great distance from each other. Due to shortage of funds it is not possible to open schools in every village. Guardians do not like their children to walk over ice and hills in order to attend schools situated far away from their homes. The same difficulty is faced in crossing rivers and forests which are really a very great hardship for children of tender ages. Under such circumstances, to expect successful implementation of compulsory education throughout the length and breadth of the country will simply be an act of pure imagination.

15. *Poverty and Ignorance.* Even to-day the financial condition of the country is not such as to provide full meals and adequate clothings to each and every one. Mostly it is observed that a family of as many as ten members depend for their bread on

1. Scheduled Caste.

one of its members. In many homes it is generally regarded against social practices to ask the women folk to earn some money even when the entire family is not in a position to get two meals a day. Besides, the majority of the people being ignorant do not realise the importance of education. Therefore, many parents, instead of getting their children admitted in schools, try to introduce them in some trade at a tender age in order to supplement their income.

Due to the above factors primary education has not made much progress and the achievement of targets appears a difficult task. Some suggestions to win over these problems are being given below.

Some Solutions of the Problems of Primary Education

1. *Solution of the Financial Problem.* Poverty of the masses is the greatest hurdle in the expansion of compulsory primary education in the country. Shortage of funds is responsible for lack of reading materials and equipments in schools, dearth of efficient teachers and insufficient number of school buildings. In this background Gopal Krishna Gokhale pleaded for not spending money on the qualitative aspect of primary education but opening primary schools in greater number and making the primary education available to every one so that ignorance might be wiped off from the country. He, therefore, argued for making primary education compulsory. In achieving this objective success can be had by reducing expenditure on the process of changing the old primary education into the basic one. In order to ease the financial condition some educationists plead for reducing the curriculum from five to four years. They also advocate the view that tuition fees should also be charged from the children of well-to-do parents. The Government should postpone the programme of introduction of basic education for some time. They should first make the primary education compulsory and banish illiteracy and ignorance from the country. Money should be found out for primary education by heeding to the suggestions of the eminent educationists.

2. *Change in Administrative System.* In order to ensure progress and development, some reforms in the present educational administration is necessary. The Government should, in the first instance, take over the entire responsibility of meeting expenditure on primary education. It is not possible to achieve the desired progress by merely giving grants to municipal and district boards. So far as the administration is concerned it

will be proper to leave this responsibility on local bodies only when a central committee is formed which should be in a position to force the local administrative set-ups to make arrangements for compulsory primary education. The local bodies will have no hesitation in carrying on the instructions of the central committee when the entire expenditure is met by the Government. Only in such an arrangement the development of compulsory education will go on unobstructed.

3. *Firmness in the Educational Policy.* The Government policy of compulsory education is not so much practical as it is idealistic. It is due to this reason that it has not been able to achieve solidity. Changing of traditional schools into basic ones and introducing compulsory education without taking into account the prevailing dearth of equipments in schools has crushed the Government objectives under the burden of financial expenditure. It would have been more proper to have introduced compulsory education first and later on it should have been given the shape of basic education.

4. *Provision of Teachers.* In view of the heavy demand of teachers due to implementation of the policy of compulsory education it has not been possible to obtain the necessary number of trained teachers. Consequently, the shortage of teachers has also affected the pace of progress of compulsory education. It cannot also be called a wise step to postpone or slow down the programme of compulsory education till enough trained teachers were available. To meet this difficulty untrained teachers possessing average efficiency may be employed to start the work. These untrained teachers may be gradually trained and their teaching standards may thus be raised. To bring better qualified persons in this profession it is desirable to raise the pay scale and the social status of the teachers.

5. *Shift System.* In view of the shortage of teachers and school buildings it is desirable that the shift system be adopted in India as is done in some other countries like Germany, United States, Japan, China, Denmark, Australia etc., and classes be held for some children from 7.30 a. m. to 11.30 a. m. and for others from 1 p. m. to 5 p. m. This kind of shift-system will prove helpful to farmers and labourers also. Their children will get time both for education and for helping their parents in supplementing their incomes. No doubt the work of teachers will increase but they can be satisfied by providing extra pay. In adopting the shift system attention will have to be given in fixing the hours. In deciding school hours seasons and facilities of guardians and teachers will have to be taken into consideration.

6. *Special Type of Schools.* In India there live nearly five and a half crore¹ people of scheduled castes and nearly two crores and a quarter tribal people. These people have remained cut-off from education since long. Now some emphasis is being given on their education by the Government. Provision has been made to give them some grants for purchasing books, besides stipends and scholarships. The government have made provisions for opening special types of schools in the areas where scheduled caste and tribal people mostly live. Even then public co-operation for the education of these people is very necessary.

7. *Reforms in Curriculum.* It is also necessary to introduce reforms in the curriculum of primary education along with the efforts to develop and make it compulsory. The traditional and unilateral course should be changed and a local craft should be included in it so that it may become more interesting and helpful to children. Although this is one of the main features of basic education, yet till all the primary schools are not converted into basic ones it will be desirable to include a local craft in the primary schools.

8. *Increase in the Number of Schools.* Most of the Indian population lives in villages and villages are small and situated at great distances from one another. It being not possible to open schools in every village due to lack of funds, the compulsory education is receiving a great set-back. But to check the expansion of education due to these difficulties will simply be against the object of education programme. Under the circumstances, it is desirable even to open schools in places like temples, mosques, churches and other public places etc., in the interest of education, keeping in view that India is a place where the Ashrams (forest-schools) of Rishis in ancient days and Shantiniketan² in the present days have remained ideal places of learning. India can surely succeed in achieving her object of the expansion of education by benefiting itself from some of the old ways of imparting education. It is worth mentioning here that in earlier days due to shortage of school buildings schools were held under bridges in England.

9. *Five Year Plans and Peoples Co-operation.* Five Year Plans occupy an important place in the development of education in

1. One crore is equal to ten millions.

2. Abode of Peace—a name given by Tagore, Rabindranath to his open-air school.

India. The expansion of education even gets help and co-operation from other development plans. Geographical factors obstructing the progress of education could be solved to an appreciable extent through the development of means of communications. With the successful implementation of the plans, the *per capita* income will increase and people will be in a better position to bear expenses on education. This will in itself help the expansion of compulsory education. In this way the progress and development of education is linked with the success of Five Year Plans and it is the duty of the people to co-operate in the successful implementation of the Plans. It is well known that for the success of democracy people's co-operation is a necessity. If our Plans succeed through public co-operation, the achievement of our objective of compulsory education is a certainty.

10. Increase in Teaching Load. Although it will not be proper to increase the work-load of teachers who are poorly paid, yet in the interest of the country they will not mind if their work load is increased for some time. This happened in foreign countries like England, Italy and China. The number of boys in a class can be raised to 60 from 33; but care will have to be taken to see that under this condition a teacher is not asked to take too many classes at a time. It is hoped that by acting on the above suggestions success can be achieved in fulfilling the objectives of quantitative expansion of primary education.

Summary

Compulsory Education. Education is the foundation stone of socialism. It is necessary for the success of democracy that each citizen be an educated person. As such, provision has been made in the Indian constitution to make the primary education compulsory.

Historical Background. Education in India was neglected during the British regime. The East India Company Government paid some attention to education after 1813 but it neglected the primary education. The British Government paid attention to primary education after 1857. Lord Curzon accepted in his statement that British Government should not show indifference towards primary education in India.

Compulsory Primary Education. The British Government remained unmoved despite the efforts of the Indian National Congress, and some eminent educationists. Gokhale introduced a bill relating to compulsory education in the central Assembly in 1911. But it could not be passed. The ruler of Baroda had earlier in 1906 introduced compulsory primary education in his state. This gave impetus to the public and leaders. In 1918 an Act was passed by the Bombay legislature introducing compulsory education in the province. Primary education was made compulsory by law in all the provinces where Congress ministries were formed in 1937.

But many difficulties were faced in making primary education compulsory even after India became free. Some of these difficulties are mentioned below.

Problems Facing Compulsory Education. (1) Political problems (2) Government policies lacking practical touch (3) Shortage of teachers (4) Shortage of funds (5) Defective administration (6) Unsuitability of standard of education (7) Defective curriculum (8) Difficulties in the Construction and opening of schools (9) Stagnation and waste (10) Shortage of school buildings and their unsuitability (11) Problem of medium of instruction (12) Problem of social values (13) Physical problems (14) Problem of poverty and ignorance.

In order to accelerate the pace of progress the following suggestions are made to solve the Problems mentioned above.

Suggestion to Remove Difficulties. (1) Solving the financial problems (2) Change in administrative system (3) Firmness in the policy of education (4) Provision of teachers (5) Adoption of the shift system (6) opening of special types of schools (7) Reforms in the curriculum (8) Increase in the number of schools (9) Public co-operation and success of Five Year Plans (10) Increase in teacher's work load.

CHAPTER 10

EDUCATION OF THE HANDICAPPED AND DISABLED

In the sphere of education India is much backward in comparison to some Western countries so far as the education of disabled and handicapped children stands. Physically handicapped persons are found begging. Physically, socially and mentally retarded children rebel against the society. Anti-social attitudes develop in them and impelled by undesirable impulses they indulge in anti-social activities like stealing and playing foul tricks. Their activities prove harmful for society. It is, therefore, in the interest of the nation and society to provide proper education facilities for them so that instead of rebelling against the society they may become a useful part of it and help in its development. It is necessary for their education to divide them first into different categories because an uniform pattern of education cannot serve the purpose of different categories of disabled, handicapped and mentally retarded children. There are certain types of disabilities that are caused by personal shortcomings. We can call these casual disabilities. Besides, if due to some internal or mental disorder changes occur in the thinking and attitudes and these are reflected in individual's behaviour, we call it symptomatic disabilities.

Causal Disabilities

This is due to either physical or mental or social factors. Physically disabled persons are those who are either dumb or deaf or blind or lame. These are generally known as disabled persons.

Mentally handicapped are those who lack average intelligence. These may be divided into two categories on the basis of intelligence test. In the first category come those who are a little below average, as far as intelligence quotient is concerned. In the second category come those persons who are known as moron, imbecile and idiot and whose intelligence quotient is less than 70, 50 and 25, respectively.

The socially handicapped are those who are orphans without home or property, have no guardians and belong to the lowest order in the society.

Symptomatic Disabilities

Man is a social being. All his needs are met by the society. He learns to stand, sit, speak and do other things from the society. When such conditions appear that he fails to establish the necessary co-ordination between his nature and his social environment, some changes occur in his normal behaviour. Then dissatisfaction takes root in him. His tendencies turn towards crime, and he is overcome with criminal tendencies. This generally happens due to poverty, illiteracy and ignorance, lack of peace in married life and very cruel treatment of parents. In these conditions children often fall prey to mental diseases. They do not take interest in their studies and they develop criminal tendencies.

Education for the Handicapped

India is much behind in this sphere. Even after independence disabled and handicapped persons have to take to begging in the absence of proper care and treatment. Some Christian missionaries gave attention to this problem prior to independence. First of all in 1883 a Protestant lady Miss Anniesharp opened a school for blind girls at Amritsar. Later in the year 1887, an Indian Christian Sri Lal Bihari Shah laid the foundation of a school for blind persons in Calcutta. Similarly in 1890 and 1900 Miss Asquith and Anne Millard established schools for blind persons at Palyam and Kottaya and Bombay respectively. Till 1955-56 no special progress could be made in this field. Grants were given by the various State Governments to the schools of physically handicapped persons. In the year 1952 the National Child Welfare Council was set-up and a council for providing training to physically handicapped and disabled persons was established in 1955-56. In this way in the year 1955-56 the number of institutions for mentally handicapped, physically disabled, deaf and dumb and blind persons was 3, 8, 34, and 49 and the number of students receiving training in these schools was 227, 552, 2,290 and 2,245 respectively.

Education for the Disabled

It is a matter of regret that so far we have not taken a census of disabled and handicapped persons in our country. Their estimated number has been based on the proportion that exists between the physically and mentally sound persons and physically and mentally handicapped persons in U. S. A. In U. S. A. their percentage is two. It is, therefore, necessary in India

to first undertake a census of such persons. Later on they could be classified in the two categories known as causal and symptomatic and arrangements for their proper treatment be provided. In this way it will be easily discovered as to what type of treatment is needed for a particular handicapped person. Mentally handicapped persons can then be sent to mental hospitals. Some children can be sent to common schools after a little ordinary treatment. Some will need a little change in their course of studies. Thus only a smaller number of handicapped persons will be found for whom special arrangements will have to be made. The following kinds of institutions will be needed for them:

- (1) Institutions for Juvenile delinquents (2) Orphanages (3) Schools for the physically handicapped (4) Schools for the blind (5) Schools for the deaf and dumb (6) Institutions for the mentally handicapped, and (7) Guidance and treatment centres.

Problems of Arrangements

The above account clearly shows that proper arrangements do not exist in India for the education of disabled and handicapped persons. The following are the factors responsible for this shortcoming:--

(1) *Lack of Finances.* No scheme on a large scale has so far been chalked out by the Government to solve this problem because of the shortage of funds. It is true that institutions connected with this work get grants from the Government, but this is not enough.

(2) *Shortage of Good Institutions.* Although children's centres, welfare centres and orphanages are being set up by the Government and individuals, but so far neither their number is enough nor are there proper arrangements in these institutions for educating handicapped persons.

(3) *Shortage of Teachers.* Due to lack of training facilities enough teachers are not available for the institutions of handicapped persons. Consequently the teaching work is not proceeding satisfactorily.

(4) *Most of the Handicapped in Rural Areas.* An overwhelming majority of Indian population is rural. As such, comparatively more handicapped persons live in villages than in cities. But there are practically no such institutions in rural areas. The

need, therefore, is to open schools in rural areas and give the curriculum a rural bias.

(5) *Lack of Administration.* In order to make the Government efforts more useful it is necessary to have efficient administrators. Unfortunately there is a dearth of such good administrators. The success of this scheme depends on the efforts of efficient administrators.

PRESENT ARRANGEMENTS

Despite the above mentioned difficulties, whatever efforts have been made in the country, although not quite adequate, may however be regarded as somewhat satisfactory upto some extent in view of the difficult conditions. Different types of institutions have been opened in the country for different kinds of handicapped persons.

Education for the Blind

There are nearly two million blind persons in India according to the 1955 report of the Planning Commission, but it is a matter of pity that only a few out of them are receiving some education. The Ministry of Education, Government of India, set up a unit for rehabilitation and education of blind persons under the control of Deputy Education Adviser. A blind adult training centre was opened at Dehradun in 1950. In 1951 schools for the blind were opened at Ajmer and Batain (Kutch). Two years' course has been instituted in the Dehradun school. In this school blind children are taught to prepare baskets, weaving and spinning and typing besides stenography. After the training of blind children arose the problem of their service and rehabilitation. So a department was opened for this purpose in 1955 at Madras. In 1950 a central Braille printing press was established at Dehradun to produce literature for blind persons.

Educational Arrangements of the Deaf, Dumb and Disabled

The deaf and dumb and other handicapped persons are mostly given training along with blind persons. The blind are mostly taught music, but others are taught painting. They are also trained in some vocation like the blind.

Reform of Juvenile Delinquents

The problem of juvenile delinquents at present is more complicated and is proving very harmful to the society. Acts like

'Children's Acts', 'Juvenile Delinquent Acts' and 'Reformatory Acts' have been promulgated in different states. The Central Government is giving grants to reformatory schools and such other institutions. 'Rain Baseras' (Shelter places in night) are being constructed in bigger towns to provide sleeping accommodation to homeless persons. They are also being provided with vocational training to improve their lot, besides education.

Education of the Physically Handicapped

The physically handicapped persons do not need special type of alphabets as the blind require. So they are admitted to ordinary schools after necessary treatment. During their education, particular attention is paid in order to enable them to learn to make proper use of the aid-implements.

Education of the Mentally Handicapped

Mental hospitals are needed for treating the mentally handicapped. Unfortunately there is an acute shortage of mental hospitals in our country. In mental hospitals a psychological study of the nature of ailments of the patient is made and he is provided work according to his nature and liking. Treatment clinics and guidance centres are needed for these mental hospitals. Although some mental hospitals have been established in India, yet in the absence of proper arrangements full advantage is not being derived from them.

Other Institutions

There are thousands of orphanages in India run by different religious institutions for the maintenance and upbringing of orphans. These institutions receive grants from the Government. Unfortunately among these institutions there are some which do not hesitate in misusing the Government grants. They also do not hesitate in taking improper work from the boys and girls under their charge. Even then institutions like the Ram Krishna Mission, Kasturba Trust, Salvation Army etc., are some of the institutions that have rendered valuable service to the country. Their source of income is government grants, donations, subscriptions and help from local bodies. The Government spent Rs. 23.96 lakhs on these institutions in the financial year 1955-56. It is heartening to note that the Government is taking some interest in these institutions and it is hoped that by the end of the Third Five Year Plan this problem will be attended to an appreciable extent.

Summary

One of the reasons for growing unemployment and increase in the number of beggars is that provisions for the training of physically and mentally handicapped children are lacking. Mostly the handicapped and disabled children are found begging alms. It is a matter of regret that so far we have not been able to know the real number of such persons. However, some efforts have been made in this direction to relieve the distress of these children since the country gained independence. At some places, mental hospitals, deaf and dumb schools, clinics and guidance centres have been set up. The dumb and blind are taught some craft, typewriting or stenography according to their particular inclination and ability. Through the establishment of Indian Braille Printing press literature is being produced for them. Separate jails and courts have been set up for Juvenile delinquents. But satisfactory progress has not been achieved due to shortage of funds. However, it is hoped that by the end of the Third Five Year Plan much more attention will be given to this problem.

MULTI-PURPOSE SCHOOLS

As is apparent from the name, the aims of multi-purpose schools is to provide various types of education to children having different aims and aptitudes. The Secondary Education Commission of 1952-53 in order to make the secondary education more adequate and effective stressed the need of setting up multi-purpose schools in large number throughout the whole country. The Commission accordingly prepared an outline of a curriculum, wherein secondary education was divided into seven groups of optional subjects. In these groups efforts are made to meet the different aims, needs, abilities and aptitudes of students. The Commission has defined a multi-purpose school as an institution which caters for students of different tastes, objectives, etc., and provides courses of studies suiting the students and enable them to develop their native capacities and potentialities so that an all-round development of their personalities can take place.

IMPORTANCE OF MULTI-PURPOSE SCHOOLS

We already know the shape of education prevailing in India prior to independence. We also know how far it was successful in helping and safeguarding the interest of the people. It is needless to repeat them here. After independence the educationists in the country paid attention to the problems of education and effected some changes and improvements. Keeping in view the shortcomings of the old secondary education, the Secondary Education Commission popularly known as the Mudaliar Commission, recommended revolutionary changes in the secondary education curriculum. This Commission laid particular emphasis on the opening of multi-purpose schools and different groupings of curriculum.

The opening of multi-purpose schools is a very important step in view of the present educational set-up in the country. Some handicrafts are taught to children at the primary school level, that is, in the Basic primary schools, children are given training in some basic handicrafts. But due to lack of provision for continuing training in handicraft in higher classes, the result is that whatever the student learns in the basic schools proves of no help. This naturally means the misuse of basic

education. Therefore, provisions have been made for training in different crafts in multi-purpose schools. As such, the waste of primary education can now be checked and each student can get opportunity to profit by his earlier basic education through the multi-purpose schools.

Students come to secondary schools from different primary or basic schools. There is a vast difference between their tastes, abilities and objectives. Some favour mathematics and science, while others have a liking for literature. If some have a liking for learning biology, many others prefer fine arts. Evidently, students have different aptitudes and interests and they want to study subjects accordingly. Under these conditions it is simply wrong to compel students to pursue a uniform pattern of course of study. This proves harmful to the native faculties of the students and retards their development. The only course open to educate students of different tastes is to open more multi-purpose schools so that they may study subjects of their liking and develop their personality all round.

Many children generally reach the age of pre-adolescence by the time they finish their primary education. This age is very important from the point of view of their development. Their likings, inclinations and tastes are not very clear at this stage. Hence, it is very important to guide them carefully for their future development. At this stage whereas subjects of their likings and tastes accelerate the pace of their development, the subjects forced upon them against their choice retard their natural growth. Therefore only the multi-purpose schools alone can help them to reach their natural development.

Besides, these multi-purpose schools will create love for manual labour in the children. Some people hold the view that technical and arts schools should be opened separately as is the practice in some Western Countries like U. S. A. etc., which means that instead of multi-purpose schools, two different types of schools should be opened. But it can only be imagined what would have been the fate of technical and vocational schools in India where since time immemorial mental labour had always been considered superior to manual labour. Even in some progressive countries like U. S. A. where manual labour is accorded a high place technical and vocational schools do not enjoy that much of respect which other institutions command. It is thus clear that in the development of the country, multi-purpose schools have a vital role to play.

Objects of Opening Multi-Purpose Schools

The object of the Mudaliar Commission in recommending variety of courses for secondary schools is to help the all-round

development of our students' personalities. The Commission has recommended the opening of these schools in order to fulfil the following objectives:—

- (1) Every student may become self-supporting after finishing secondary education. In order to achieve this object the Commission has recommended the introduction of a compulsory craft subjects so that the student, when a need arises, may be able to earn his livelihood.
- (2) With the establishment of multi-purpose schools the defects of unilateral schools will be overcome. Every student gets an opportunity to select subject of his choice from the long list of subjects taught in the school. This is necessary for the proper and full development of his personality.
- (3) Multi-purpose schools will turn out able citizens. The inclusion of literary and practical subjects has been done with the sole object of enabling the student to acquire both the types of education so that along with his cultural and social development he may also develop his personality and become a responsible and worthy citizen.
- (4) It has been stressed in the outline of the scheme of multi-purpose schools submitted by the Mudaliar Commission that the students after the completion of secondary education should become self-supporting in life. They should in no circumstances be parasites. They should acquire the knowledge of a subject to the extent that they could easily earn their livelihood by practising it. But it should be borne in mind that the ultimate aim of multi-purpose school is not to turn out students as artisans. Therefore, a proper place has been given in the curriculum to other subjects besides the vocational and technical ones in order to ensure proper and all-round development of a student. Care has been taken to see that cultural and mental development take place along with the other aspects of student's personality.

The Nainital Educational Seminar of 1957 also discussed this important question of the setting-up of multi-purpose schools. It came to the conclusion that the following objectives might be fulfilled through multi-purpose schools:—

- (a) Interest towards co-operation should be developed amongst students through these schools by providing them with education of constructive, productive and other beneficial works for the society. Students will then stand on their own legs in life.
- (b) Through proper planning and adjustments the multi-purpose schools can create in students love for acquiring knowledge of different subjects and act independently in accomplishing related work.
- (c) The students through these schools may be inspired to add to national assets. They may also be inspired to uplift the national character.
- (d) It is expected of these multi-purpose schools that they will enable the students to acquire efficiency in a vocation to an extent which will enable them to earn their livelihood easily.

Utility of Multi-Purpose Schools

A study of the objectives of multi-purpose schools clearly shows that in the present Indian condition they are very useful.

Respect for labour and self-support may be created among students by training in vocations and handicrafts in these schools. The trained students of these schools will make substantial contributions in the technical, industrial and commercial undertakings of the country. Students of different tastes and aptitudes will have opportunity of studying subjects of their choice. This will help in the development of their personality in a natural way. Besides, the students in these schools will have ample opportunity to prove their merits, because they will have the facility of studying subjects of their liking. Further they will remain engaged in the pursuit of knowledge of various subjects.

In educational institutions where facility for various optional subjects is not available the students have to study only those subjects that are taught there. The result is that most of the students become very weak in some subjects. Such students are looked down by teachers and parents. Furthermore, because of their bad results they find it difficult to get admission in other schools. Such situations are not likely to arise in multi-purpose schools because of the facility of opting many subjects.

The problem of changing schools arises when students do not find subjects of their taste in a school. Change of institution

becomes a serious problem at certain stages. This problem may be easily solved in multi-purpose schools by changing the group of the student.

Development of Multi-Purpose Schools

The Government of India opened some multi-purpose schools in the year 1954. First of all some high schools and higher secondary schools were converted into multi-purpose schools. The foundation of nearly 250 multi-purpose schools was laid in the First Five Year Plan. This number was to be raised to 1,150 by the end of the Second Plan. In the Third Five Year Plan it was proposed to set up 1,000 more multi-purpose schools. But due to certain circumstances provision for only two kinds of groups has so far been made in these schools. In view of the importance and utility of the multi-purpose schools, the pace of progress so far maintained cannot be regarded as satisfactory. Some reasons for this unsatisfactory progress are given below:—

Some Important Problems of Multi-Purpose Schools

The most important problem facing the multi-purpose schools is the non-availability of efficient teachers. Following are the main reasons for this shortage:

1. *Unattractive Pay Scale.* The pay scale of a vocational or science teacher is so low that able and qualified persons are not attracted towards teaching profession. They try in other departments and join professions other than the teaching one where they get higher emoluments. It is, therefore, necessary to raise the pay scales. The other reason is that the Education Department does not provide them with those facilities which are available to them elsewhere. In private educational institutions whose financial position is sound and which are not under the full control of the Government, the services of teachers remain on the mercy of managers or managing committees. Thus the teacher's service does not remain very much secure in private institutions. Consequently, only ordinary persons who fail to secure better jobs elsewhere come generally to the profession of teaching in schools.

Under these circumstances it is necessary that the pay scales of teachers be raised and facilities necessary for decent living be provided. The teachers should also be given opportunities to add to their qualifications and knowledge. It should be the duty of Government to inspect the private schools at regular intervals. The Government should compel private

institutions to pay the teachers according to the prescribed pay scales. A training college should be set up in every State where refresher courses be held for teachers, headmasters and principals of the multi-purpose schools. They should be kept abreast with the latest developments and researches in this sphere. Guidance officers and Career Masters should also be appointed in every state.

2. *Lack of Suitable Text Books and Problem of Preparing Time-Table.* There is an acute shortage of text books of technical and scientific subjects taught in the multi-purpose schools. Whatever books are available are not of the required standard. Therefore, the Government should get text-books prepared by experts on reasonable terms. There is one more difficulty facing these multi-purpose schools. This is the problem of the time-table. Due to a number of different subjects, the headmasters find it difficult to prepare a thoroughly satisfactory time-table. The headmasters having no specialised knowledge of technical and scientific subjects fail to give enough time to these subjects. It is, therefore, necessary that the headmasters of the multi-purpose schools possess some understanding of the subjects taught in the schools. It may also be suggested that a number of time-tables should be got prepared by different experts and the best of these should be used by the schools.

3. *Problems of Opening and Conversion of Schools.* Along with many other problems, the setting-up of a multi-purpose school is itself a problem. To implement this scheme, it was decided that some new multi-purpose schools would be opened and some of the secondary schools be converted into multi-purpose schools. But no scheme was drawn up indicating either the names of places where new schools were to be opened or the names of secondary schools which were to be converted. Although over a thousand such schools were opened during the Second Five Year Plan, yet in the absence of prior planning, their utility had remained doubtful. In order to make the multi-purpose schools more useful only such secondary schools should be converted which have sound financial position. Their conversion should be based on local needs and should be situated at places where adequate means of communication, are available. They should be fully equipped. The school building should be such as can be extended when required. It will not be of any use to open new schools without keeping in view the above mentioned factor.

4. *Difficulty in Completing Vocational Curriculum.* Many multi-purpose schools in the country due to shortage of funds do not possess good equipped laboratories and workshops. So it is no

wonder that the course of vocational, technical or scientific study remains incomplete. This problem may be solved through government grants but the financial position of the Government itself is not so good as to undertake this work. Hence practical training of the students should be carried in nearby workshops as is the practice in Soviet Russia. The students will acquire in such workshops practical knowledge and the complex problem of providing workshops to multi-purpose schools will be solved automatically.

5. *Difficulty in the Selection of Curriculum.* The main feature of the multi-purpose schools is the varieties of subjects, but unfortunately provision has not so far been made for the study of all the prescribed subjects in these schools. Only seven optional subjects have been included in the curriculum, but by permitting the multi-purpose schools to provide any two groups of subjects the sphere of utility has been narrowed down for the students. In this way the multi-purpose schools differ from the ordinary schools inasmuch as there is only one group of subjects in ordinary schools and the multi-purpose schools possess two groups. It is also worth mentioning in this connection that the limits of the subjects have not so far been indicated in all the schools. Although some states have with the help of the All India Educational Council fixed the studies in subjects according to classes, yet in these fixations the local needs have not been taken into account. Moreover, there is no similarity in the standards laid down by different states. Under these conditions, it appears that the country will not derive full benefit from these multi-purpose schools.

In order to remove the above difficulties and to derive maximum benefits from multi-purpose schools, it is necessary to include at least three groups in all such institutions in the country. It is also desirable to prescribe a uniform standard of similar subjects in all the multi-purpose schools of the country and reorient the curriculum according to local needs. While according recognition to groups the situation of the schools and local needs should also be taken into consideration. In this way it will prove helpful to the school also, besides increasing the facilities for the students. By receiving training in local crafts the students will easily get employment in the factories and establishments situated there. Consequently, the problem of unemployment will also be eased. Moreover, the required number of trained workers and officers will be available for the various development projects in the country.

6. *Problem of Guardians' Dissatisfaction.* This is a problem due to which students do not get education of their choice and

they become responsible for waste in education. This is mostly caused due to the ignorance of guardians. For example, keeping in view the efficiency and aptitude of the student, the teacher recommends the study of humanities while the guardian, motivated by his own self-interest, wants the student to join some technical group. This problem may be solved by proper guidance and efficiency test. The guardians should be told about the importance of these tests.

Due to the above difficulties we are yet not deriving the expected benefits from multi-purpose schools. It is, therefore, the duty of the public, government and private institution to contribute their full might in making this important and beneficial scheme a success and help in building a prosperous India.

Summary

Multi-Purpose Schools. Multi-purpose schools as defined by the Mudaliar Commission are those schools which cater for different tastes, aptitude and objectives of the students by providing study in various subjects. This helps in the natural and all-round development of the student's personality.

Importance. Multi-purpose schools have a vital role to play in the present set-up of the country. These schools allow students to opt subjects according to their likings. Consequently, their emotional and psychological development will take place in a natural manner. They will understand the dignity of labour. They will have opportunity to widen their knowledge of crafts learnt in primary or basic classes. Some defects of secondary schools will find remedy in the multi-purpose schools.

Aim. The aim of multi-purpose schools is to eradicate the evils of unilateral schools by allowing the students to select and study various subjects of their choice so that they may become self-supporting, practical and worthy citizens.

Utility of Multi-purpose Schools. The provision of study of various subjects will remove the need of change of schools. The education system will be given a democratic spirit. Trained students of these schools will prove assets in the various development plans of the country. Due to the study of different subjects the personality of a student will develop in a balanced manner. The feeling of operation will be born in them and they will command respect in society.

Development of Multi-purpose Schools. The Government of India introduced this scheme in October 1954 for the first time. The number of these schools which was 250 in the First Five Year Plan rose to more than a thousand in the Second Plan.

Some of the problems facing multi-purpose schools are as under :—

(1) Shortage of teachers (2) Dearth of suitable text-books, and unsuitability of time-table (3) Problem of opening new schools and difficulty of conversion (4) Difficulty in providing complete technical curriculum (5) Difficulty in the selection of curriculum and (6) the problem of guardian's dissatisfaction. Only by solving these problems we can derive the maximum benefits from multi-purpose schools.

CHAPTER 12

PROBLEMS OF TECHNICAL EDUCATION

Since the attainment of freedom the progress made in the sphere of technical education in the country is not bad, but in view of the tremendous need of the country and the present circumstances, the pace of progress is not yet satisfactory. In other words, some progress has been made but much is yet to be achieved in view of the need of the country. We have to import small and big machines and their parts from foreign countries. The basic cause for this state of affairs is some of our own peculiar problems that hinder the technical and industrial development of the country:—

Unsuitable Technical Curriculum

Being predominantly an agricultural country India's need, till some time back, was limited to the manufacture of agricultural implements only. Different sections of the society manufactured different things used in daily life. This section of the society in course of time changed into different castes on the basis of the nature of their work. In due course their technical profession turned into a family profession. The son inherited the trade after the father. The shape and the make of the implements generally remained the same and a simple skill was needed in their manufacture. This simple knowledge was easily acquired during the practical work; but with the development of science the nature and technique of machines is daily becoming complex. In the modern progressive society it is necessary for an efficient engineer for ensuring his advancement to keep in touch with the latest developments, besides possessing good technical knowledge. This is because the engineer has to use his technical skill for the benefit of society. Hence in the curriculum the inclusion of other subjects, besides the technical one, is necessary. In the same way to understand the new technique, it is equally necessary for the efficient workman to have adequate knowledge of language, general science, mathematics and social sciences etc. Hence general knowledge has been made compulsory in the technical courses of study in the United States of America. In India, too, the All India Technical Education Council is particularly concentrating its attention on this aspect.

Shortage of Vocational and Technical Institutions

Although during the first two Five Year Plans, stress has been laid on the opening of technical institutions, but the number of such institutions has been very small. It has been proposed to set up 9 technical and 27 multi-purpose schools during the Third Five Year Plan. Due to the dearth of technical institutions, the labourers and workmen employed in various factories remain unaware of the latest technical knowledge. So they do not prove very helpful in the development of industry to the expected extent.

Shortage of Teachers

In our country there is a big shortage of technical teachers because of lack of technical education. It is also very difficult to remove this shortage by employing foreigners as teachers because of the shortage of funds. Because of the same reason, it is also a huge problem to send enough number of students to foreign countries and get them trained. In this condition of helplessness, technical education has to be left in the charge of ordinary teachers. The other reason for not getting the services of efficient and well qualified technical teachers, is low pay scales. It is not possible to secure the services of efficient teachers by providing lower salaries. In these circumstances, it is the duty of the Government to step in and take effective steps. The All India Council of Technical Education, it is heartening to note, is taking some steps in this direction. The Council has provided a five year continuous course after secondary education for higher training in technical and engineering subjects.

Lack of Good Administrators

The problem of shortage of good administrators is the result of various complex problems relating to technical education. The view that industrialisation is the main source of raising the standard of living in the present age, is now gaining ground. This view dominated in the preparation of the Second Five Year Plan. But when the administrators responsible for industrialisation themselves lack the knowledge of technical and engineering subjects, how far industrialisation will succeed can be well imagined. Unfortunately, the country is faced with this problem. It has to find out its solution. It will not do much good if administrators specialise only in their subject, because society is also their field of activity and they have to give the benefit of their knowledge to it in a practical manner. They should, therefore, have to remain fully in know of the social, economic and political developments in the society. This problem

of the shortage of good administrators can be solved by establishing institutions of higher technical and engineering studies and by enlarging the scope of the curriculum. The All India Council of Technical Education is particularly alive to this situation and is making efforts in this direction.

Problem of Practical Field Work and Laboratories

The fields of practical activity of technical education are the industrial institutions and workshops outside the centres of training. In the present state of acute financial position, it is not possible to provide factories and workshops in the educational institutions. Therefore, it is necessary to make arrangements for practical training in State or private factories. In this way besides acquiring practical knowledge, the students will also get an opportunity to understand the various aspects of industrialisation, side by side. As a result of such a practical training, the students will become efficient teachers, skilled workers and good administrators. This problem can further be simplified by providing part-time jobs to students in such factories. In this way the students, besides learning, will also earn something and also acquire some experience of industrialisation. This scheme of practical training will also help industrialisation. In addition, the problem of seeking employment, after finishing education, will also be solved up to some extent.

So far as the provision of laboratories is concerned, it is necessary that each institution imparting technical education has a laboratory. But here, too, the shortage of funds creates problems.

Research Work

Although many research institutions have so far been established and research work is proceeding at a rapid pace, yet the progress in the utility and quality of the products does not compare favourably with foreign products. Even to-day, we derive more satisfaction from things like blade, pencil, pen etc. having a foreign stamp over them. Some articles are such which involve considerable expenditure in their production in our country and in the final stage, become costlier than the foreign make. As such, their demand is poor. Those engaged in research work should bear it in mind and aim at researches resulting in the production of goods of higher order and less cost so that the articles produced may easily be consumed in the market. They should also keep in their mind that the articles besides usefulness should also cater to the refined taste of customers and attract market by their beauty.

Provision of Education and Development of Technician's Personality

In this modern age of scientific advancement, every day new inventions, discoveries and experiments are being made. The engineers, workers and technicians etc., have to keep themselves fully informed with these latest developments in order to keep their knowledge up to-date. If they fail to do so, their knowledge will become stale. Although in India there are 129 institutions that run diploma course, besides 38 universities and 74 institutions providing degree course; but it is regretted that not a single institution providing refresher course to technicians exists in the country. It is necessary to provide a technical hand facilities for keeping him in touch with the latest developments in his field. The technician should be given an opportunity to learn the latest developments in his spare time. Libraries should be provided for artisans and labourers. They should be afforded facilities for reading books and magazines and discuss subjects relating to their sphere of work. Arrangements should be made to impart them the desired education during their vacations or at evening centres. In this way, beside developing technical skill and knowledge, they would also develop their personality. This in turn will result in increased production, which will immensely benefit the country. The lack of knowledge of English language is the biggest handicap facing the poorly educated workmen. Unfortunately, books on technical and engineering subjects have not yet been published in the various current languages of the country. English is still the medium of education of these subjects in our country, while countries like China and Japan have produced engineering and technical books in their national languages. However, some efforts have been started in India also since the last two or three years and it is hoped that soon some books on these subjects will appear in the languages generally spoken by the people.

Co-operation between Government, Industry and Educational Institutions

For the development of technical and industrial education it is necessary that there exists always a balance between industries and technical man-power on the one hand, and its training and efficiency on the other. The Planning Commission states, on the one hand, that technical man-power will not develop to the desired extent during the Third Plan and on the other hand we find that many technicians are facing unemployment. This generally happens when technical schools prescribe curriculum without keeping in view the requirements of the industries. As a matter of fact, the technical education should be organised, keeping in view

the needs of the industries. The industries should be made familiar with the latest technical developments and should be provided efficient and well skilled hands.

The standard of technical education, and the numerical increase in the technical man-power should maintain a proper balance between them. Every trained man, besides getting opportunity for increasing his knowledge, should also get reasonable wages. If the government, technical institutions and industries co operate with each other, there is no reason why the industrial development will not make rapid strides.

Summary

Modern age is the age of science. Only that country can become strong and prosperous in this age which does not lack in trained technical personnel and where provision for good technical education exists. Our country is going forward after making plans. These plans are known as Five Year Plans. Emphasis has been laid on technical education and industrialisation in these plans, but it is doubtful whether the professed aims will be achieved, as there is shortage of funds in the country. However, if we succeed in solving the problems facing technical educations; the shortage of finance will not hinder our development.

CHAPTER 13

DIVERSIFICATION OF SECONDARY EDUCATION CURRICULUM

Secondary Education prior to Independence

The birth of secondary education took place during the British rule to meet the needs of the Government. The secondary education at that time had two aims - the first to produce ordinary clerks for the commercial establishments of the East India Company and to meet the requirements of the administration, and the second to enable students to get admission in universities. The result of this policy was that although it benefited the Government, the country had no special gain. Gradually, secondary education expanded. Larger number of students sought admission in universities, because the number of jobs did not increase in proportion to the persons educated in secondary schools. Many took appointments in Government offices. Even then, a large number of students faced unemployment. The main reason of unemployment was the one-sided aspect of the education. The medium of education was English. English, mathematics, history, geography and an Indian language were the compulsory subjects. Besides, two to four optional subjects were included in the curriculum. Sanskrit, Arabic, Persian, science and drawing were the optional subjects. But the entire curriculum was devoid of technical or vocational subjects. This helped the increase in unemployment.

Secondary Education In Free India

The shortcomings of secondary education in India came to light after the Second World War. India became free after two years of the War being over. Despite many changes effected in the education system, the pattern of education generally remained unchanged, even after the attainment of independence. Consequently, the students, still, were not given the facility of opting subjects of their interest because of narrow and unbalanced curriculum. Secondary education only enabled students to get admission in universities. In practical life this education proved of no help. Consequently, the Government appointed a number of committees and commissions with the aim of reorganising secondary education. The diversification of the curriculum has been made on the basis of the recommendations of these committees and commissions. Below we are giving a brief account of

some of these committees and commissions, along with their major recommendations for the reform of secondary education.

Narendra Deo Committee, 1939

The appointment of this Committee was made during the British period and it was this Committee which for the first time, recommended diversification of the curriculum. The Committee recommended that the students be given the facility of opting subjects of their interest. In order to make the curriculum practical and helpful in life, the Committee recommended its classification into four groups so that every student may get an opportunity to develop his knowledge of the subject of his liking. These four groups are (a) literary (b) scientific (c) constructive and (d) aesthetic. The student can offer any one of these groups. The Committee also suggested to examine the aptitude and fitness of a student.

Tara Chand Committee, 1948

The Tara Chand Committee made the following two important recommendations: —

- (1) Secondary schools should be made multilateral, and
- (2) Appointment of a commission to examine the entire secondary education structure.

The Committee, in view of the local conditions and time also recommended that indifference should not be shown towards unilateral schools.

Narendra Dev Committee, 1952-53

The recommendations of this Committee headed by Acharya Narendra Dev are as follows:—

- (1) Multi-purpose secondary schools should be opened in large numbers for providing facility of studying subjects of one's choice.
- (2) In order to make secondary education more useful, the curriculum should be made more practical.
- (3) The Committee suggested the expansion of technical education for the economic development of the country.
- (4) The Committee gave important suggestions for psychological examination of students and their guidance.

Appointment of Secondary Education Commission

The Union Government appointed the Secondary Education Commission in 1952, under the chairmanship of Mudaliar on the suggestion of Tara Chand Committee and Central Education Advisory Board. After the name of its chairman, this Commission is also known as Mudaliar Commission. The Commission thoroughly examined the then prevailing secondary education system and gave a number of suggestions of reforms. Important ones among these are the diversification of the curriculum, and setting up of a large number of multi-purpose schools. The courses of study provided in these schools should aim at fulfilling the different aptitudes of the students.

According to the recommendation of the Mudaliar Commission, the outlines for the diversification of curriculum were decided upon. Accordingly, the study of some compulsory subjects was made necessary for all students. Besides, the optional subjects were divided into seven groups for enabling students to get an opportunity to study as many subjects of their liking as they desired. An outline of this curriculum is given below:—

Compulsory Subjects:—

(1) Regional language or mother tongue or a combined course of classical language and mother tongue.

(2) One of the following languages:

(A) (a) a classical language (b) besides Hindi one more Indian language (c) Advanced English (for those students who had earlier studied English) (d) Elementary English (for students studying it at the secondary stage) (e) besides English, another modern foreign language. (f) Hindi, (for those students whose mother tongue is not Hindi.).

(B) (a) Curriculum of General Science with arithmetic for the first two years only.

(b) General course of social sciences for the first two years only.

(C) One of the following vocational subjects:—

(1) Carpentry (2) Gardening (3) Printing (Spinning and Weaving, (5) Modelling (6) Laboratory test (7) Embroidery (8) Tailoring, embroidery and cutting and (9) Smithy.

Optional Subjects

Optional subjects have been divided into seven groups. It has been made compulsory for a student to study any three

subjects of a group. The groups and their subjects are as follows:—

1. *Science Group.* The following subjects have been included in this group:—

(1) Chemistry (2) Physics (3) Biology, Zoology or Hygiene (4) Mathematics and (5) Geography.

2. *Humanities Group.* (1) Mathematics (2) Home Science (3) Music (4) Geography (5) History (6) Economics or Civics (7) One language not taken from the group of compulsory subjects or a classical language and (8) Psychology or Logic.

3. *Home Science Group.* This group has been prescribed for girl students. It is compulsory to offer three out of four subjects. The subjects are as under:—

(1) Home Nursing (2) Home Economics (3) Maternity and Child Welfare (4) Nutrition and cookery.

4. *Commerce Group.* (1) Commercial Geography or Economics and Elements of Civics (2) Commercial Practice (3) Short-hand and Type-writing and (4) Book-keeping.

5. *Technical Group.* (1) Practical Science (2) Elements of Electrical Engineering (3) Geometrical Drawing and applied Mathematics and (4) Elements of Mechanical Engineering.

6. *Agricultural Group.* (1) Botany and Agricultural Chemistry (2) Animal Husbandry (3) Gardening and Orchard keeping (4) General Agriculture.

7. *Fine Arts Group.* The following six subjects have been included in this group:—

(1) Painting (2) Photography (3) Drawing and Sketching (4) Dance (5) Music and (6) History.

ADVANTAGES OF DIVERSIFICATION OF CURRICULUM

Some of the main advantages accruing from the diversification of curriculum may be mentioned as below.

Facility of Desired Education to Students

With the introduction of a number of subjects in the secondary schools the roads for the all-round development of the country will become open. The students should get an opportunity to study subjects according to their abilities, tastes, aptitudes and capacities. In many States provision has been made for

free education upto class sixth with the result that larger number of students will seek admission in secondary schools. The tastes, aptitudes and capacities of students differ. In this way, the facility to choose subjects of one's liking is possible only through diversification of the curriculum.

Availability of Subjects according to Mental and Physical Ability of Students

Due to the different physical and mental calibres of students, it is necessary to provide different types of subjects for their education. All students do not possess a uniform standard of physical and mental ability. If some are lean and thin, the others are more stout and healthier. Some are brilliant, while some are dullards. Similarly, their taste of subjects also differs. If some like science, the others are interested in literature. This problem of catering to different needs can only be solved through the diversification of the curriculum.

Full Development of Student's Personality

Full and proper development of student's personality is possible through the diversification of the curriculum. The Commission has included practical subjects in the curriculum because it is through them that the personality develops. Bookish knowledge alone is not sufficient for this purpose. The Commission holds the view that organised practical activities of various types, develop the student's personality more than the traditional subjects.

Provision of Education according to the Changed Outlook

The outlook on education has now entirely changed. Earlier it was believed that what was being taught to the students was uniformly beneficial for all the students. But now, this view has completely changed. Researches made in the field of the psychology have clearly shown that students have different inclinations, likings, aptitudes, tendencies and energies. As such, different types of curriculum are needed for them.

Fulfilment of the Social Needs

Every individual cannot meet his daily requirements of life without the help of other members of society. Hence the progressive society has to meet many of his needs. The increasing needs of a society indicates its developing character. If all the members of the society engage themselves in the same type of work, it would then be impossible to fulfil the various needs. Therefore, members

of a society engage themselves in different types of work. Similarly, if all the students who are the future mainstays of society study the same subjects, it will not be possible to meet other needs. It is necessary for the all-round development of the society, that the younger generation be given education in various subjects in general, practical and commercial—so that various needs of the society may be fulfilled. The Commission emphasised the need of diversification of curriculum with this end in view.

Producing Efficient Workers

Efficient workers may be produced through diversification of the curriculum. Our country is passing through a stage of transition. There are a number of development plans before the country and efficient and trained workers in different fields are needed for successfully implementing them. The Government have opened a number of technical institutions for achieving this aim. Secondary schools prepare boys for these technical schools. As such, the inclusion of practical and technical subjects is necessary in the curriculum of secondary schools. By the study of only literary subjects, the schools will become unilateral and there will be no multilateral development. Keeping this object in view, the Commission recommended the inclusion of various types of subjects.

IMPORTANCE OF DIVERSIFICATION OF CURRICULUM

Now, having known the benefit of diversification of the curriculum, we have to see the importance it has in the context of the present condition in the country.

(a) Easing the Problem of Unemployment

Due to expansion of education the number of students has increased rapidly and since the number of jobs did not increase in the same proportion, unemployment has increased. This problem has now taken a serious form. One of the main reasons for this unemployment has been the unilateral system of education. That is why, the Mudaliar Commission recommended the diversification of curriculum. According to this system of education, the students can pursue the study of their choice in the technical, vocational, commercial and literary groups and learn handicrafts as well in order to earn their living after leaving the schools. The diversification of curriculum in this way can help in solving the problem of unemployment.

(b) Helping the Cultural Development

Today, the definition of culture has now taken a wider form. In the secondary schools due to non-availability of technical education mere bookish knowledge retards the development of an all-round culture. The teaching of technical subjects along with the traditional subjects is necessary for the full cultural development of the student. The Commission, therefore, has recommended the inclusion of technical subjects in the curriculum.

(c) Love of Dignity of Labour

One of the main drawbacks of the system of acquiring knowledge merely through books has been that the student does not give due recognition to the dignity of labour. It is because of this tendency that students prefer to work on lesser emoluments in offices where they can wear good dresses than in places where manual labour is required, but it is not possible to put on clean clothes, though the emoluments may be comparatively much higher. This happens because students do not appreciate manual labour and do not understand its dignity. It is felt that in the diversified curriculum, the students through the study of technical and vocational subjects will also realise the dignity of labour and have respect for it. This will also help the problem of their livelihood.

(d) Solving the Problem of Employment

Due to unfavourable economic conditions' a large number of students give up their study after High School and try to enter some profession. But it is not possible to provide jobs for all of them. They have to choose some alternative. It is due to this reason that the teaching of handicraft has been included in the curriculum; besides technical, vocational and commercial subjects. The students who learn handicraft do not depend for their livelihood on others, because they may earn their living. . .

Summary

Secondary Education Prior to Independence. The secondary education during British regime was unilateral. Consequently, there was an increase in unemployment.

Secondary Education After Independence. After the attainment of freedom the problems of secondary education were seriously studied and a number of committees and commissions were set up. Some of them were: (1) Narendra Dev Committee, 1939, (2) Tara Chand Committee, 1948 (3) Second Narendra Dev Committee, 1952-53, and (4) Secondary Education Commission, 1952. All these

committees recommended diversification of the curriculum and stressed the need of vocational and technical education. Handicrafts and teaching of technical subjects have been made compulsory. In the optional subjects, seven separate groups have been formed. These were science, humanities, home science, commerce, technical, agriculture, and fine arts.

Advantages of Diversification of Curriculum. The students get the facility of offering subjects of their liking. They get the opportunity to opt subjects in accordance with their physical and mental capacities. It helps the proper development of an individual's character. It meets the needs of the society in various ways.

Besides the above advantages, the diversification of the curriculum is also needed for the students' cultural development, removing unemployment and establishing the dignity of labour.

PHYSICAL EDUCATION AND DISCIPLINE

The aim of education in independent India is not confined to providing of bookish knowledge to students. Its aim, on the other hand, is the all-round development of future citizens. As such, now, emphasis on physical development is also being laid, besides mental development. Mental development, too, is not possible without physical development, because it is only the healthy body that contains a healthy mind. Although some arrangement for physical development of boys existed in some schools of the country prior to independence and there were scouting organisations all over the country, but neither any importance was given to physical education nor provision of trained teachers was made. After the attainment of freedom, physical education has been made compulsory under the new education system and the number of aided physical training schools has increased, besides the Government physical training schools.

The following subjects have been included in physical education:—

1. Drill and Sports

Drill and sports were provided in schools even prior to independence, but they were not done in an organised manner. Trained teachers in this subject were also not available. The Union Government have now introduced some reforms in this sphere. A subordinate department has been opened in the Ministry of Education for physical culture and entertainment. A Central Physical Education and Entertainment Advisory Board has been set up. National Physical Education and Entertainment Scheme has been formulated with the object of helping the development of physical education institutions and gymnasia. According to this scheme, it has been made obligatory to provide a trained physical instructor for every 250 students. In order to lay emphasis on physical exercise this has been made compulsory from primary classes to graduate classes. Provision has been made for the appointment of a Director of Physical Education in bigger institutions. Besides, in every State, various physical education schemes have been implemented in some educational institutions. In earlier days, importance was attached to foreign games, but now in the changed atmosphere, emphasis is

laid on Indian games also. Some progress has been made in this sphere with the help of the All India Sports Council. The Raj-Kumari Sports Training scheme has also made some valuable contribution. In addition, various States organise competitive games within their jurisdiction.

2. Military Training

The National Cadet Corps has been organised with the aim of instilling in the students discipline, self-confidence, obedience, love for the country and courtesy. This is a Union Government scheme. Under this scheme of N. C. C., military education is provided to students in the age group of 13 to 26 years. It has been divided into three categories—Junior Division N. C. C., Senior Division N. C. C., and Girls Division N. C. C. There is another unit under the N.C.C. called the Auxiliary Cadet Corps. In addition, provision has been made for territorial army. N.C.C. was organised for the first time in 1944. Since then it has been maintaining its progress. N.C.C. trained 35,120 students in 1949. This figure reached 1,92,253 in 1959, of this 73,407 belonged to Senior Division, 92,258 to Junior Division, 9,246 to Girls Senior Division and 17,842 to Girls Junior Division. Similarly, training is given to students between the ages of 12 to 23 years by A. C. C. This organisation came into existence in 1952 and as many as 70,000 students were trained that year. The number of trainees has increased tremendously and it stood at 8,57,947 in the year 1958. The National Volunteer Corps was transformed in to territorial army in 1954 to provide military training to those who had left schools. Under this organisation training is imparted to men between 18 and 40 years in age. Besides these organisations, each State also maintains its organisation to provide military training to students. The Chinese aggression has tremendously increased the scope of N. C. C. all over the country. In Uttar Pradesh, under the Education Department, a Pradesh Shiksha Dal has been organised to impart military training to students. Formerly, it was known as Provincial Educational Corps.

3. National Discipline Scheme

This scheme was started in the year 1954 at Kasturba Niketan in New Delhi. Its objectives were to make the students self-supporting, disciplined and patriots. In view of its lofty objectives, the scheme was soon implemented in some other states of the country. The Physical Culture and Recreation Branch of the Union Ministry of Education directs this scheme. It is hoped that this scheme will be implemented in every State in the

near future. Under this scheme, trained teachers provide training in discipline along with games and sports. In addition to all these schemes, the Union Government is providing opportunity to individuals to acquire physical efficiency through a National Physical Efficiency Drive.

4. Youth Welfare Schemes

The aim of physical education is not merely confined to providing physical efficiency to students. It also aims to bring youths wherever they may be in the country in its fold. A number of Youth Welfare Schemes has been implemented to achieve this object. Sufficient grants are given to non-official youth welfare centres and organisations. Youth welfare committees have been formed in almost every educational institution. These committees and organisations organise various types of educational camps, students welfare seminars, and other social service functions to provide physical efficiency to youth. The youth welfare committees in colleges and universities organise inter-college and inter-universities competitions, besides dramas and poet-gathering (Kavi Sammelans) for entertainment. The Government also provides monetary aids to students for organising educational tours. If the physical education and youth welfare schemes are implemented in a proper manner, there can be no doubt that the society will make good progress in future. A committee was appointed in 1959 under the chairmanship of Shri Hridaya Nath Kunzru to examine these schemes. This committee is studying the functioning of these schemes at present.

Summary

The Union Government since independence is paying special attention to physical education. A separate department under the Union Ministry of Education has been set up for supervising physical education. The aim of this scheme is not confined only to the providing of physical education to student community only. It aims also to enable others to acquire physical efficiency and such facilities have been extended to individuals as well.

POLITICAL IMPACT ON EDUCATION

In this chapter we will examine as to how far education in a country is influenced by its political conditions and what relation exists between the two.

If we study the history of other countries, we find that the rulers in those countries took the help of educational systems to consolidate their positions. It is so because citizens and the society reflect the impact of education. In other words, they develop according to the pattern of education. Consequently, for changing the values and traditions of a particular society or for the formation of a new society, the pattern of education has to be changed. Political principles and dogmas are given strength through education. It was because of this reason that Napoleon soon after destroying the Republic changed the then prevailing educational pattern in France. The lessons were revised and those preaching loyalty to monarch were included so that the future citizens developed faith and loyalty to the monarch. Similarly, if we study the history of any country we shall find that whenever there occurred a political upheaval, the educational pattern also changed.

POLITICAL IMPACT ON EDUCATION IN INDIA BEFORE INDEPENDENCE

We know that the Britishers came to India as businessmen, but gradually they became rulers. By and by, their empire gained strength and educational system in India also underwent a change according to their political principles. It will be easier to study the political impact of education in India by dividing it into different periods.

From 1600 to 1833

Englishmen came to India with the sole object of doing trade. But after some time English missionaries started their religious activities. This condition continued till 1765 when political power had not come in their hands. After achieving political power, the East India Company entered the sphere of education and started encouraging it. Thus, the political impact of British rule on Indian education starts from the year 1765. In 1780, Warren Hastings, in order to gain the co-operation of Muslims established the Calcutta Madarsa. Almost

in pursuance of the similar policy, Jonathan Duncan opened the Banaras Sanskrit College in 1791. Till then to achieve further political power, Englishmen gave some attention to the expansion of Indian education only. The pattern and organisation of education almost remained immune from their influence. The main reason for this was that till then their political standing had not become firm. The entire sub-continent of India had not come under their domination. In such a condition, introduction of a new system of education could have proved fatal to their political interests. As such, no change occurred in the traditional Indian educational system till 1833.

From 1833 to 1853

So far only some interference was made by the foreigners in the Indian education system, but no definite policy of education could be laid due to the controversy between the protagonists of Western and oriental education. In 1834 on Lord Macaulay's entry in the field, this controversy was resolved and English system of education was introduced in place of Indian system of education with a view to providing a permanent footing to British rule in India. Lord Macaulay, for safeguarding the political interests of his country in India, made it clear in his Minute that by introducing English and putting an end to the education of Sanskrit, Arabic and Persian, a new class of Indians which had the impact of English culture and was loyal to the British Government would be created. In this way with the object of ruling over India, Englishmen gave a death blow to Indian system of education, its culture, and literature by replacing them with English system of education, its culture and literature.

In pursuance of the above policy, the East India Company in 1830 directed the Madras Government to provide English education to that influential section of Indian population that commanded respect in society. It, thus, became evident that the Britishers in order to consolidate their position and for laying a strong foundation for their empire destroyed the Indian system of education which was available to the common man by replacing it with English education. The patronage afforded to English made Indians indifferent towards their culture, civilisation and literature. The Britishers knew it well that for strengthening their empire and for tightening the shackles of bondage, it was necessary that Indian culture should first be destroyed. This, they thought, would never enable Indians to stand against the British empire since it would kill the spirit of independence in them and they (Indians) would remain faithful and loyal to the English rule.

In order to achieve this object, Lord Hardinge announced that preference would be given in government services to those who had received English education. Consequently, the object of education became limited to finding jobs only and English education made rapid strides. The ultimate result of this policy was that the Indian public, besides learning English, also came to love and respect the Western civilisation and culture and the country's old system of education became almost a dead system.

From 1853 to 1882

We have seen in the foregoing pages that English missionaries played an important role in popularising and publicising English education in India. But the religious bias in the education imparted by missionaries created apprehensions in the minds of Indians. They became suspicious and cautious. Besides, the policy of repression adopted by Britishers in 1857 for crushing the revolt hurt the feelings of Indians. Consequently, once again they became conscious of their old civilisation, culture and education and developed love for the same. They wholeheartedly engaged themselves in the task of bringing back their old culture, society and education system. This process of re-thinking once again was redirected towards Indianisation of education.

From 1882 to 1905

By this time, the Indian public had become conscious of its educational rights. The Government had to appoint the Indian Education Commission to meet the public demand. The Commission in its detailed report recommended that the Government should bear the expenditure on primary education and the local bodies should control it. The Commission also submitted outlines of the secondary and higher education. But the English Government, motivated by their self-interest, did not accept the recommendations in toto. It handed over the control of primary education to local bodies but did not agree to finance and afford protection. The secondary education institutions, of course, started receiving grants. This happened because the Government needed persons having completed secondary education to meet the requirements of government services. This clearly showed that the foreign rulers agreed to it simply because of the political interests. But it affected the Indian educational system in other ways. Consequently, the secondary education developed considerably due to individual efforts.

Higher education, too, was influenced by this rapid development of secondary education. Although Indians could not fulfil their real object of education by the development of secondary and higher education, but English diplomacy, too, did not achieve the desired success. Consequently, the Britishers adopted the policy of divide and rule. They tried to provide special educational facilities to Muslims and array them against Hindus. It is simply impossible to overlook the success of this policy. Pakistan is a living example of its success. The Englishmen also tried to put in practice this very policy in relation to Harijans¹ also, but fortunately Mahatma Gandhi, the father of the nation, saw through the game of Britishers and did not allow it to succeed. Consequently, Harijans remained the part and parcel of Hindus.

The year 1899 marks the advent of Lord Curzon, as the Viceroy of India. He was a great scholar. Curzon's name will ever be remembered in the history of the development of education in India. In order to encourage higher education, he set up the Indian University Commission. He encouraged the study of Indian languages by accepting the mother tongue of the pupil as his medium of instruction at the primary stage. As against the former educational policies, the era of all-round development of Indian education developed under the protection of Lord Curzon. Useful and practical subjects like science and agriculture were introduced.

From 1905 to 1921

Great revolutionary changes occurred in the Indian political horizon in 1905. The British Government partitioned Bengal into two parts. Consequently, not only the people of Bengal, but the entire Indian community rose, in protest. The Indian National Congress, established in 1885, started a nation-wide movement. Although the movement affected the entire sub-continent, yet its effect was particularly felt in Bengal. The main aims of the movement were: (1) expansion of national education (2) to achieve independence (3) popularising Indian made goods and (4) boycott of foreign goods.

The movement took a serious turn in Bengal. Students of almost every school took part in the movement. In order to check the students from participating in the movement, restrictions were imposed on their entry in schools, besides stopping their scholarships and school grants. But the brave sons of India did not worry. The students were threatened with

1. People belonging to the scheduled (lower) castes.

expulsion, but before this step could be taken the students themselves boycotted the foreign education.

As the result of students' participation in the movement and their boycotting the schools, the responsibility of imparting education to a large number of students fell on the public leaders. Consequently, a National Education Committee was formed under the chairmanship of Sri Guru Das Bannerji to open national educational institutions in Bengal. The Committee opened a number of national high schools and colleges.

Emphasising the need of national education at the Nagpur Session of the All India Congress, Mahatma Gandhi called upon the people to open more national educational institutions in the country. Inspired by the exhortation of this universally adored leader, the students of Aligarh University passed a resolution demanding the nationalisation of the university. But the British Government considered it against their policy and interests and as such punished those students who demanded nationalisation with expulsion. Consequently, Jamia Milia Islamia was opened in Aligarh to provide national education to these students. Now this institution is in Delhi. In addition, Bengal National University was opened in Bengal and a number of Vidyapeeths were opened in Bihar, Banaras (Kashi), Gujrat and Maharashtra. The Maharashtra Vidyapeeth was named after the great nationalist leader Tilak.

This action of setting up national institutions surprised the Britishers who were compelled to introduce changes in the then educational pattern. The Government appointed the Calcutta University Commission and seven major universities were opened. Besides, having been influenced by the liberal education policy of Baroda ruler, and the bill presented by Gopal Krishna Gokhale for making primary education compulsory, the Government made the primary education compulsory in some prominent provinces in 1920. Earlier to this in 1913, the Government published a resolution on educational policy.

From 1921 to 1947

The system of administration underwent a change in 1921. According to the Act of 1919 and the introduction of diarchy, the Indians got an opportunity to participate in the administration. Consequently, commercial and vocational education which the Britishers did not introduce intentionally to safeguard their interests got an opportunity to prosper. Besides, according to the demand of the public, some arrangements were made for adult education and for the teaching of engineering, law, agriculture,

medical science, commerce, science and veterinary subjects. In this way educational progress continued till 1937. The pace of progress in this sphere gathered momentum by the implementation of Government of India Act of 1937.

Unfortunately, differences between the British Government and Indians arose on the question of India's participation in the Second World War and the Congress ministries tendered resignations. After the end of the War, Congress ministries came in office in eight provinces and Sri Jawaharlal Nehru became a member of the Viceroy's executive council. In this way the influence of Indians was felt at the centre, as well as in the provinces. The Central Advisory Board of Education was re-established and the Centre laid emphasis on the development of every part of education. It could be said that now the responsibility of educating Indians fell on Indians themselves. Consequently, programmes of women education, adult education and Harijan education were started and changes were introduced in the policy of primary education. At that time three types of primary education was under the consideration of the Government. Of this, the basic education pattern as recommended by Mahatma Gandhi was adopted and it made good progress. Now it is contemplated to transform all primary schools into 'Basic Primary Schools'.

In this way we find the following impacts on education of the administrative policies from time to time :—

1. The old Indian system vanished. The Indians lost knowledge of Indian languages and literature as medium of instruction was English.
2. With the introduction of English system of education which had no place for religious education, materialism increased. This resulted in the increase of immorality and indiscipline.
3. Illiteracy reigned supreme in India as facilities for universal education did not exist.
4. Despite these bad effects, the English system of education gave new inspiration to Indians as a result of which some national educational institutions were opened.

Political Changes After Independence

After a lot of sacrifice by the countrymen India attained independence on August 15, 1947. India had now to remove the gulf that existed between bondage and liberty. India introduced

a republican democratic constitution in January 1950. The image of future India as visualised in the Constitution differed entirely from her picture during bondage.

The Constitution provided freedom of thought, expression, worship and religion to every citizen. Equality in society irrespective of caste and creed and equal opportunities for advancement in life were guaranteed to every individual by the Constitution. Similarly, the Constitution also guaranteed equal social, economical and political justice to every citizen. In this way provision was made for the establishment of a society based on a socialistic pattern. This picture of the society completely differed from the one that existed in dependent India. Fundamental rights were provided under the Constitution and greater facilities relating to education and services were given to the minorities and backward sections. Protection of every individual's right and provision of all possible facilities for his progress is the special feature of our Indian Constitution. Although Indian Constitution was prepared on the basis of constitutions of U.S.A, France, England, Germany etc., yet being consistent with Indian conditions it differs from the constitutions of other countries.

In this way, after the adoption of the Constitution, the politics in India took a new turn. Its outlook completely differed from that of before. Consequently, revolutionary changes also occurred in the sphere of education. It is a responsibility of education to acquaint people with their fundamental rights and duties. Education makes them efficient citizens. We can, therefore, explain now the changes that have taken place at various junctures in the sphere of education.

Political Impact on Education In Independent India

Revolutionary changes in the political set-up necessitated re-orientation of education. The question as to how changes should be brought into education in order to make it suitable for a society based on socialistic pattern and how the social and national ambitions should be fulfilled exercised the minds of the leaders and the educationists of the country. As such, changes in various aspects of education in a planned manner were introduced for reorganising and making it more useful.

1. *Nationalisation of Education.* In nations like England and France etc., private institutions occupy an important place in the educational set-up. But it is a matter of great regret that the conditions of such institutions is in a deplorable state in India. We know that during Indian renaissance, private

institutions were opened in a large number, but due to bad financial conditions, these schools failed to organise education properly. The result was that they could not achieve the proposed educational targets during the early period of independence. Therefore, it was decided to adopt the policy of nationalisation of education for improving their condition.

2. *Education for Every One.* India, according to the Constitution, is a secular and democratic welfare state. Therefore, its success depends on the co-operation and contribution of every individual. As such, it is necessary for every Indian to receive such an education that may not only acquaint him with his rights and responsibilities but also inspire him to discharge his obligations faithfully and honestly so that he may become a worthy citizen of India and lead the country consistently on the road of progress. Keeping in view this aim, primary education has been made compulsory and free under Article 45 of the Constitution. Now efforts are being made to turn the old pattern of primary education into Basic education so that the individual, besides becoming a good citizen, also becomes self-supporting and makes his contribution towards the progress of the country.

3. *Co-curricular Activities.* The aim of education during pre-independence era was simply to turn out clerks. This position has now changed and the objective of education is now the all-round development of an individual's personality. Consequently, along with the intellectual development, co-curricular activities are being provided in the schools for their physical and social development.

4. *Reorganisation of Curriculum.* The development of the country since independence has become the responsibility of Indians. So trained persons in the sphere of commerce, arts and technical subjects are needed for the execution of programmes and schemes relating to the country's development. This has necessitated the inclusion of various subjects in the curriculum of secondary schools so that besides fulfilling the needs of the country, the boys and girls may get an opportunity to pursue the study of subjects in accordance with their tastes and aptitudes.

5. *Changes in the School Atmosphere.* The atmosphere that prevailed in schools during the pre-independence era could not prove of any utility in the changed political conditions of independent India. Therefore, educationists found it necessary to change the atmosphere of the schools. They have tried to give it a creative shape so that the students' beside acquiring bookish knowledge may also get an opportunity for their self-

expression and developing their creative instincts. The educationists have thought that this would enable students to maintain discipline and achieve a position of honour in the society. In order to achieve this objective some provisions have been made in numerous schools for vocational education, and basic and polytechnic schools have been opened.

6. *Opening of Multi-purpose Schools.* Prior to independence there was an uniformity in the curricula of schools of the same grade and there were few prescribed subjects. These subjects had to be studied compulsorily by students. Thus the natural tastes and aptitudes of students were neglected and the study of a prescribed curriculum was forced upon them. The prescribed course neither had any organic relation with the basic requirements of life nor did it serve the interests of society. In order to remove these defects, steps are being now taken to convert some secondary schools into multi-purpose schools. Moreover, such institutions are also being started where students may study subjects of their choice and make the best use of their talents and energy. Efforts are further being made to enable students to acquire proficiency in some vocational subjects so that they may get an incentive for their all-round development.

7. *Creativeness in the Curriculum.* There remains no opportunity for the development of creative talents in a student if only bookish knowledge, in a set form, is made available to him. The burden of bookish knowledge retards the development of emotions, aptitudes and tender instincts. Consequently, the student's basic development is checked. In order to remove these defects and to provide full opportunity to the student for his all-round development, stress is now being laid on the opening of more and more secondary schools. It is thought that this step would help in the growth of a student's creative instincts. Every effort is, therefore, made to give the school atmosphere, a creative outlook.

8. *Opening of People's Colleges.* The majority of Indians live in rural areas. Consequently, under the educational scheme, besides many temporary plans for providing education to rural population for their development, provision has also been made for opening Janta Colleges (People's Colleges). The aim behind opening these colleges in India, is to provide training in leadership to the local public. In view of this aim, provision has been made for acquainting the students of these colleges with the country's Constitution, besides the study of Indian literature, history and social sciences. In addition to the civic education, the students are also required to study the current economic, social and other problems.

9. *Adult Education.* During British rule in India, illiteracy increased by leaps and bounds. This happened because during bondage religious education diminished and general education remained confined to higher sections of the society. The result was that illiteracy ruled supreme in rural areas and people only in cities could get education. As such, the leaders realised the need and importance of education for awakening the people, and whenever there was an opportunity for spreading education, the leaders availed it. But after the attainment of freedom, the need of adult education not only was keenly felt for conducting properly the affairs of the State but it became a necessity. A welfare democracy could only function successfully when the general public possesses the ability to take a proper and wise decision. In its absence the situation becomes dangerous. Consequently, it became the responsibility of the State and every Indian to help the cause of adult education so that every Indian could contribute his best for the all-round development of the country. A vast Scheme of adult education has, therefore, been implemented.

10. *Schools as Community Centres.* Schools occupy an important place in the society. In the socialisation of human beings, the family occupies the first place. The school comes next. The schools are organised by the society for inspiring men to protect social traditions, its values and originalities and help society in its march towards progress. In this way, we can say that the school is that representative institution of society through which we can see its every aspect. In other words, schools may be called the mirror of the society. If the school does not possess this quality, it cannot prove useful for the society. The effect on the community of political change in India necessitated change in schools in turn. Consequently, the Government of India, keeping in view the interests of the community, decided to make every school the centre of community activities.

11. *Democratic Shape of Education.* Education, during dependence, was limited mostly to the well-to-do class. The general public could not benefit from it. But with the change in the political set-up, the old restrictions on the entry in some schools, based on religion, caste, creed and sex have been removed in order to make education available for every one. Efforts are being made to educate backward and depressed classes by providing them monetary help and other facilities. Similarly, the poor but meritorious students are being granted scholarships so that they may pursue their studies.

12. *Youth Welfare Schemes.* Youths have a vital role to play in the progress and development of a country. They are the

base of a nation. The progress and prosperity of the society and the nation rests on them. Keeping in view these basic truths, the Government of India have started a youth welfare plan for conducting various youth welfare activities. Under this scheme, provision has been made for grants and other financial help to youth welfare associations. Grants are given for organising youth functions, holding camps and for undertaking educational tours of historical places. Under the Third Five Year Plan, provision has been made to set up 12 centres for elementary military education.

13. *Character Building and Moral Education.* For establishing a society based on socialistic pattern as visualised in our Constitution it has become necessary to introduce moral education. Consequently, a special committee was formed to make this possible. The Central Educational Advisory Board has honoured the recommendations of this committee and has ordered some changes in the text-books in accordance with the recommendations.

14. *Physical Education.* The proverb that a healthy mind lives in a healthy body is well known. So the aim of education should not be only confined to a child's intellectual or mental development. In fact, its aim is the all-round development of child's personality. To achieve this object physical education has been made compulsory in all the educational institutions since independence and a number of physical education centres are opened under the All India Sports Council and Rajkumari Sports Training Scheme. In addition, sports councils have been set up in every State. The Government of India's National Physical Education and Entertainment Scheme has also been implemented. In U. P. the schemes relating to physical and military education such as N. C. C., P. E. C., and A. G. C. have been successfully implemented. A new scheme of physical education has been prepared under the Third Plan. Only recently, the Kunzru Committee has been formed for examining the question of physical education. The Committee is examining the physical education organisations in States. In this way it may be concluded that physical education has made rapid strides in India since the attainment of independence.

15. *Development of National Language.* The question of choosing the national language came before the leaders after the dawn of independence as a number of languages were current in India. In order to maintain unity and ensure India's progress, Mahatma Gandhi suggested Hindustani as the national language, but it was Hindi language that was chosen as the

national language. Since Hindi language has been given the status of national language, the Government of India is making particular efforts for its development. Various committees have been formed and through them new dictionaries and lists of technical terms are being got prepared. Words commonly used in various Government offices are being translated into Hindi. New words are being coined, and necessary changes are being effected in typing machines. Institutions and committees connected with the development work of the national language are given grants and financial help.

Summary

Society and education are interlinked and inter-dependent. Consequently, political changes in the society are bound to affect education. Society draws its inspiration from education. It is because of this factor that help of education is sought to give a permanent footing to a new political order. Education in India, too, at times has been influenced by political changes.

Political Impact on Education during British Rule. The Britishers according to their policies tried to create communal differences and hatred between the two major communities, the Hindus and the Muslims in India and laid the foundations of Madrasas for Muslims and Sanskrit Pathshalas for Hindus. They went on pursuing this destructive policy till they acquired a firm political footing in the country. And once they were firmly established, they started propagating English culture and encouraged English language. Afterwards Macaulay and Hardinge consolidated this policy and confined education to a particular section of the society. With the advent of Lord Curzon education in India took a new turn because of his liberal outlook. A new wave of nationalism swept the country and education in India underwent a revolutionary change. A number of education schemes were implemented when Indians formed ministries.

Political Impact on Education After Independence. The responsibility of managing education came in the hands of Indians after attainment of freedom. Consequently new changes have been introduced in the educational system keeping in view the old and ancient educational system of the country. The following changes have been introduced in order to make education available for every individual, for the protection of the Constitution and for the all-round development of the country:

Education has been nationalised. It has been made available to every one. Co-curricular activities are introduced for all-round development of each citizen. The curricula are reoriented. Changes are effected in the school atmosphere. Some multi-purpose schools have been opened. Creativeness has been introduced in the curriculum. Peoples-colleges have been opened for the benefit of rural public. Adult education scheme has been introduced to wipe off illiteracy. Some schools have been made centres of community development activities. Education has been given a democratic outlook. Youth welfare schemes have been formulated and implemented and facilities have been provided for the all-round development of youth. Emphasis has been laid on moral education, courtesy and character building. Physical education has been introduced. Hindi has been given the status of the national language and a number of steps have been taken to ensure its development.

SOCIAL AND ECONOMIC IMPACT ON EDUCATION

Society and human beings are inseparable. A man needs society for existence and for developing his personality to the same extent as human body needs air for its existence. It is true that man is born with some inherent qualities such as the power to feel the pangs of hunger and thirst, pleasure and pain etc., but it is equally true that the development of these inherent qualities is possible only in the society. The man creates society, and the motivating force behind the creation is his desire to live in company with others. The society may be called a group of individuals living together in particular geographical environment with some accepted principles of common behaviour.

The shape and size of a society is based on the conduct of its members. It is because of this characteristic that a student of social science once remarked that the society is a structure based on man's social conduct. Man's social behaviour is influenced by external factors. This influence succeeds in changing the pattern of society. It is because of this that the nature of the society goes on changing rapidly. This may be observed if we look at the conditions of ten years back. We shall find that the nature of the society has changed in many respects during the decade.

Experts in social sciences differ about the reasons and factors responsible for changes in society. Some hold the clash of economic interests responsible for changes in the society, while others opine that changes in technology bring changes in the society. But we have not to discuss these factors here, because this subject falls within the jurisdiction of social sciences. We have only to study here the way and extent to which various types of changes influence the shape of the society and how far education is affected by the same.

Social Changes and Education

Geographical conditions shape the pattern of society and because the geographical conditions differ from place to place, human societies also differ in their shape and form. According to this phenomenon, human community organised itself in different types of organisations. Although in the modern scientific age, every facility is available to human organisations for establishing

contact with each other, yet they differ in their values, conventions, traditions and codes of conduct. These factors differentiate one society from the other and play an important part in the formation of societies. When these factors change, the society, too, undergoes a change. Men's socialisation is not possible in the absence of society and without being socialised, the man cannot become a social being. He acquires the knowledge and experience of various things through society only. There are things which a society does not allow its members to do. Those who violate the code of conduct recognised by the society are punished. Contrary to this by observing the code of conduct prescribed and recognised by the society, a man earns respect and honour in the society. It is because of this fear and favour that a man tries to act according to the code of conduct recognised by the society. He observes the rules of various organisations, and principles guiding his future years are formed accordingly. As such, the social institutions occupy an important place in the socialisation of man.

Family occupies the first place as a social institution in the socialisation of man. Next comes the school. The child, when he comes out of the surroundings of his family and enters the school, finds difference in the values recognised by the family and those by the school. This happens because in schools, children from different families observing different values come. Here in the school, children coming from different families try to establish harmony in their behaviour towards each other and the school which is the most important unit of educational organisations tries to socialise the students in such a manner as to make them useful members of society. It sometimes also happens that a wide difference appears in the child's home and school atmosphere. This mostly happens when a change occurs in the society or else the need to bring change is felt. In this context, the examples of nations like Germany, France and England may be cited. The education was first changed to bring about a change in the society. The history of education in France reveals that teachers in that country not only acted as mentors only but also held the position of social leaders. The rulers of these countries in order to consolidate their administration first effected a change in the educational system. Education played a vital role in the progress of Japan. This clearly shows that education is the most important factor in the rise or fall of a nation.

Education System and Economic Changes

Economic changes, too, occupy an important place in the society. Marx, the well-known scholar of social science, went to the extent of saying that it was the economic change that brought

about changes in the society. Above we have seen as to how far social changes affect education and how we can easily imagine the extent to which economic changes that are capable of disturbing the form of society can affect education.

Technology and industrialisation are also instrumental to a large extent in bringing about changes in economic structure. This factor changes the economic policies and sets up a new society. In order to know a person we must acquire an insight into his work, nature of his work and the way in which he does his work. It will then easily be possible to know the nature of the man and his aptitude. His thinking and philosophy of life must bear the impact of his work. His financial condition, too, will be according to his work and the education system will be based on the financial condition of the man and in accordance with the ideologies of the society to which he belongs. Schools are the instruments of education and they are those social institutions where, besides teaching of ideals and values of the concerned society, efforts are also made to widen the road of progress. The policies of education are laid down by the higher ups and foremost persons of the society, keeping in view the interests of the society for its smooth functioning. Economic co-operation of the society plays a vital role in the functioning of educational system. If the society is financially well off, the education will then be of a high standard and well-organised. On the contrary, if the economic condition of the society was poor it would result in low educational standards. Education would also not be complete and organised. For example, as the result of industrialisation in England, which brought about changes in the economic conditions, the Reform Act of 1867 was passed and primary education was made compulsory in 1870.

Political revolution, too, brings about wholesale changes in the economic set up and its effects are reflected in the educational sphere. For example, after the Russian Revolution, communist rule was established in that country and communism in the society. Thereafter, in accordance with the communist ideologies, that is, for the fulfilment of every individual's needs and for making education available to everyone and for encouraging the development of all regional languages, books were published in 111 languages. As a result of commendable efforts made in Russia for the eradication of illiteracy only 10 per cent persons could be found in that country in 1941 who could be called illiterate. This progress of education in Russia was the result of a change in her fiscal policies. Consequently, it is quite correct to say that educational, economic and social set-ups in a country are inter-dependent.

Now we have to examine as to how far educational set-up in India is influenced by its social and economic set-ups. To facilitate its study, the changes that have occurred in the educational set-up in the country should be divided into various periods. Under this the time from the beginning of the 19th century to the year of independence will be included. With the political point of view this period will be termed as the British period and the period after independence as the free India period. The British period may be sub-divided into the first half of the 19th century, second half of the 19th century and the first half of the 20th century.

EDUCATION DURING THE FIRST HALF OF THE NINETEENTH CENTURY

Social Transformation

By the end of the first half of the nineteenth century the British rule was fully established in India. The rulers thought it necessary to change the ideologies of Indian people with a view to give a permanent footing to the British rule. The British policy then aimed to replace the Indian culture, tradition and social and moral values by the English civilisation, traditions and values. This they thought would make the Indians loyal and respectful to Britishers. In order to achieve this objective the Englishmen first tried to bring in disrepute the religion that controlled the society. Missionaries opened a number of schools for spreading Christianity. Those Indians who joined these missionary schools were given various types of facilities, since there was no shortage of funds with them. In contrast, the financial position of Indian schools was not good and they could not afford to give facilities to students. In addition to facilities, the students who passed out of these missionary schools were given preference in government service with attractive salaries. Consequently, these students of missionary schools were able to command greater respect in the society. This fact accelerated the pace of social transformation.

Economic Transformation

The Englishmen entered India as traders and for a considerable period they continued to trade and earn profits. Later on when power came into their hands their trade policies also underwent a change. This increased their profits manifold and turned this prosperous country into a poverty stricken one. Being in power they purchased Indian raw goods at the lowest rates and sold their finished products by dictating prices. The Indians had to purchase their products in utter helplessness. Indian industries were destroyed and the country was made a market for European

goods. Consequently, the economic condition of Indians deteriorated and became deplorable. The Indian people went on suffering humiliations out of sheer helplessness. They became poorer and poorer.

Impact on Educational Set-up

The interference of missionaries in the social life of the people also had its evil effects. The traditional basic educational system began to deteriorate. The financial position of educational institutions controlled by missionaries was sound and for the achievement of their objects they were made attractive too. India had already become a poor country; its industries were paralysed and its agriculture completely disorganised fell into a pitiable state. Consequently, service remained the only source to sustain life. The system of education prevailing in Indian educational system was not such as to help the students in procuring service. The educational set-up in missionary schools, on the contrary, suited students who aimed at getting service. Consequently, they got preference, although in the long run it proved only a mirage.

EDUCATION IN INDIA DURING THE SECOND HALF OF THE NINETEENTH CENTURY

Social Transformation

By the second half of the nineteenth century the Indian public had come in close contact with Englishmen and their culture had been influenced by the Western education. After coming into contact with the Western civilisation the Indians began to look down upon evil social practices like bigamy, Sati¹ untouchability, child marriage and infanticide etc. Fortunately in the year 1885 the Indian National Congress was formed. This institution did commendable work in the sphere of social uplift. A weekly paper entitled "Indian Social Reformer" started its publication in the year 1890. Besides, other social organisations, like Arya Samaj, Brahmo Samaj, Dharma Samaj and others started doing commendable work in the sphere of social reform. Crusade against caste system and untouchability and work of Harijan uplift also helped in the setting up of new factories, railway system and hotels. Mahatma Gandhi's contribution in the uplift of untouchables was really praiseworthy. The efforts of social leaders to remove evil social practices received the co-operation of the go-

1. The practice of burning a widow on the funeral pyre of her husband.

vernment also and a number of acts were passed. In this way major changes took place in the social set up also.

Changes In the Economic Set-Up.

Industries play a prominent part in the economic development of a country. The main factor responsible for the poverty of India has been the crippling of its industry and trade, and the British economic and trade policies were mainly responsible for giving a death blow to the Indian industries and trades. There was no dearth of raw materials and minerals in India but the hostile British policies kept Indians away from utilizing them. The English rulers created circumstances in which Indians had to depend upon others. Agriculture became the main occupation of the Indian people. The Indians produced raw materials and Englishmen filled their coffers out of the profits derived from the purchase of raw materials at cheap prices and by the sale of finished products at their dictated rates.

The American Civil war broke out in the year 1861. This proved inspiring to Indian textile industry and textile mills were opened in the country. In addition, iron, steel and cement industries were established and the Indian industries which so far had been lying in a state of coma woke up. In the history of India this period may be called a period of great economic changes and the age of industrial development.

Impact on Education

The above mentioned economic and social changes made a deep impact on the educational set-up. Social changes gave birth to national consciousness and love for the nation. Education, the only medium of fulfilling the people's and leader's ambitions of new national reconstruction developed. Changes also took place in the educational system. Throughout India public leaders opened institutions at various stages for the eradication of illiteracy. Financial aid was secured from the Government also for this purpose.

To reorganise education on proper lines the Indian Education Commission was set up in 1882. On the recommendations of the Commission the local bodies were made responsible for the management and expansion of primary education. These local bodies were given the right of levying taxes for educational purposes.

Due to social changes the demand for education increased and changes in the economic pattern gave birth to industrialisation. Consequently, besides the opening of secondary schools, industrial and commercial subjects got place in the curriculum.

The social and economic changes during the first half of the nineteenth century also attracted government attention and colleges for higher studies were set up in 1857 in Madras, Calcutta and Bombay. The foundation of Punjab University was laid in the year 1882. Besides the government efforts, private individuals who were inspired with national sentiments also contributed towards the expansion of education. The Central Hindu College, Varanasi, Ferguson College, Poona and Dayanand Vedic College, Lahore, were founded.

The old social structure of the Indian society had changed considerably due to the efforts of social leaders and various social organisations. The feeling of untouchability was considerably reduced due to movements for the uplift of the untouchables. Religious intolerance and the problem of casteism, too, had been removed to a large extent. Harijans got the right of admission in all educational institutions. Industrialisation greatly helped to solve these problems.

Indian education recorded an all-round progress during this period. Women education had also started as a result of efforts of social reformers like Ishwar Chandra Vidyasagar, Bairamji Malabari, Angarkar and Mahadev Govind Ranade etc. The people's outlook had changed by now. Consequently, the public, too, joined hands in this noble work.

EDUCATION DURING THE FIRST HALF OF THE TWENTIETH CENTURY

Social Changes

The efforts made to widen the path of social progress in the first half of the nineteenth century had changed the entire Indian social structure by the first half of the twentieth century. Stress during this period was laid on eradication of untouchability, Harijan uplift, expansion of education, eradication of casteism, social narrowmindedness and evil social practices. Besides the social institutions, the following committees and organisations did praise-worthy work in this sphere. Their details are given below:—



Particulars of Organisations and Committees

Name of Committee	Organiser's name	Year of establishment	Main object
1. Bharat Sevak Samaj	Sri Gopal Krishna Gokhale	1905	Eradication of untouchability
2. Servants of India Society	„	1905	Service of the motherland
3. Depressed class mission	Sri Vithal Ram Shinde	1906	Harijan Uplift
4. Social Service League	Sri Narain Malhar Joshi	1911	Raising the standard of living of the public
5. Sewa Samiti	Sri Hridaya Nath Kunzru	1914	Development of health, education and sanitation
6. Sewa Samiti Boy Scout Association	Sri Shri Ram Vajpayee	1914	Development of health, education and sanitation
7. Mahila Bhartiya Sangh	Smt. Dorothy Jinrajdas	1917	Achievement and protection of fundamental rights of women

Besides these committees and organisations, the Indian Society will ever remain grateful to Dr. B. Ambedkar, M. C. Raja and Mahatma Gandhi for the great service they rendered to the cause of Harijan uplift and eradication of untouchability. By this time the women in India also became conscious of their rights. In the year 1917 they made representation to Mr. Montague, the then Secretary of State for India, and demanded their fundamental rights. As a result of this representation in 1923 they received the right to vote in the elections for the provincial and the central legislatures. The All India Women's Conference of 1926 demanded the expansion of women education. An attempt was made to stop the evil practice of child marriage by the Sarda Act of 1930. Consequently, the structure of Indian society considerably changed during the first half of the twentieth century.

Economic Changes

There was no dearth of raw materials in India, but the control imposed by the British rulers and their commercial policies did not allow the Indian trade and industry to prosper. The Indian raw materials were exported to England and in its place finished goods were imported. After some time imports also started from industrially developed countries like Germany and Japan. The import dominated to such an extent that ordinary things of every day life like needles, watches, buttons, knives etc. also started flooding the Indian markets.

The first World War broke out in the year 1914 as a result of which imports stopped. The government encouraged the industries for the production of war materials. Consequently, industrialisation also started in India and factories were established for producing things like matches, sugar, iron, steel, textile, paper etc. By the time of the Second World War industrial development had made some progress. It received further impetus when the Second World War broke out. With the growth of industries migration to urban areas also started and with the improvement in economic condition people's outlook also underwent a change.

Impact on Education

As a result of social and economic changes that took place in the second half of the nineteenth century efforts were made to make education available to every individual. Besides, industrial subjects were included in the curriculum of secondary schools. But the English language continued to be the medium of instruction and the pattern of education followed in the schools remained almost similar to that practised in English schools. Moreover, almost only urban population could benefit from this progress of education, because the impact of the then social and economic changes did not make its mark on villages. Although even in the first half of the twentieth century the rural population did not enjoy the same facilities of education which the urban people enjoyed, yet the rural people benefited by the industrialisation and consequent urbanisation. During this period educational expansion took place at all the stages of education.

Primary Education. Sri Gokhale introduced a bill in the Central legislature for making the primary education compulsory in the year 1911. Although it could not be passed, yet inspired by the noble sentiments behind the bill many provinces introduced compulsory primary education. The Congress ministries, too, during 1937-39 made commendable efforts and a new pattern of

primary education based on Mahatma Gandhi's Basic Education Scheme was introduced.

Secondry Education. The major change that took place at this stage of education during the provincial autonomy was that Indian languages replaced English as medium of education and in addition to vocational and technical education stress was also laid on the teaching of agriculture. New schools were also opened.

Higher Education. Due to economic and social changes the Indian business community had become rich and every one appeared to be anxious for the progress and development of the country. The result was that with the help and co-operation of the public and businessmen as many as 16 new universities were set up and older ones were reorganised.

Women's Education. During this period the social status of women had improved. There being no objection in the society on co-education, education became available to women at all the stages. During the war period, in order to meet the high demand of educated persons service facilities were extended to educated women also. This monetary attraction encouraged more and more girls and they started joining schools in larger numbers. In the year 1916 S. N. D. T. Indian Women's University was established in Poona.

Harijan Education. Till sometime back the society looked down upon Harijans. They did not enjoy the facility of admissions in schools. But as a result of social and economic changes and by the coming into power of the Congress ministries all their demands in the sphere of education were met. They were given scholarships, stipends and other types of facilities. In order to attract them towards services and to improve their social status, not only preference was given to them in service but seats were also reserved for them.

Vocational Education. The demand for vocational and technical education grew stronger as a result of change in social and economical conditions. Although the alien government did not pay adequate attention to this demand but the impact of the Second World War proved beneficial in this respect. Some progress was made. Schools were opened which taught medical science, law, animal husbandry, arts and crafts, commerce, agriculture, and subjects related to engineering. All India Council of Technical Education was set up in 1946 for the development of technical education.

Adult Education. The illiterate persons developed a desire for education as the result of industrialisation. Consequently,

some efforts were made to remove illiteracy through literacy campaigns and in 1937 a well planned scheme of adult education was implemented.

IMPACT OF SOCIO-ECONOMIC CONDITIONS ON EDUCATION AFTER FREEDOM

Social Changes

On August 15, 1947, the country achieved independence. With the change in the political set-up the social structure of the society also underwent changes. A new constitution was adopted on January 26, 1950 which provided equality and social freedom to every citizen. Freedom of religion and worship was granted to every one and India was made a secular State. The narrowness of casteism and sectarianism began to lose its grip over the people, and the state took over the responsibility of every citizen's social security. Every citizen became an important unit of the society. Five Year Plans were launched to improve the social and economic condition and for achieving the fundamental objectives laid down in the Constitution. Through them efforts were made to establish a welfare state and provide equal social status and opportunities to every one. Consequently, an unprecedented change began to come into the outlook of the people as regards the social structure.

Economic Changes

The economic policies of Britishers before the attainment of freedom were not in the interest of the country. The reason was that British policies favoured their own interests. With the change in the political set-up changes also occurred in the economic sphere. As we have said before, Five Year Plans were launched for the all-round development of the country. A socialistic economic policy was adopted in accordance with the accepted Constitution. This policy aimed at providing economic freedom to every section and individual of the society so that every one could better his economic condition. In pursuance of this policy, the economic aspect of the Five Year Plans was so framed as to bring the standard of living of every citizen to a satisfactory level. Side by side it was also aimed to keep the economic development in accordance with the social development and efforts were made to shape production, consumption, distribution and other economic factors in a way that they may help develop economic parity between individuals, besides financial developments. In this way efforts were made to bridge the gulf between the rich and the poor sections of the society. In order to achieve these ambitious objec-

tives it was necessary to bring a change in the outlook of the people and the only medium for bringing this change was education. Consequently, changes in the educational system became inevitable and some major changes were introduced at different stages of education.

Impact on Educational Set-Up

People can only benefit by the developments and the changes in the society if they have the ability to adopt them, and education is the only medium for providing this power. Consequently, some important changes had to be made in the educational system in India.

Primary Education. Primary education was made free and compulsory for the eradication of illiteracy and for providing every individual an opportunity to acquire the qualities of a good citizen. Primary education was given the shape of basic education so that every student may learn and acquire the knowledge of a vocation and on getting an opportunity be able to earn his living and contribute to the economic development of the country.

Secondary Education. The Secondary Education Commission was appointed in 1952 for suggesting ways and means in order to make secondary education compatible with the changed economic and social conditions of the country. On the recommendations of this Commission some multi-purpose schools were opened and curriculum was diversified. In this way it was hoped to effect an all-round development in student's personality by providing him opportunity to choose and study subjects of his liking.

Higher Education. Emphasis had been laid on the development of industries in the Five Year Plans with a view to improve the economic condition in the country. Consequently, some changes were introduced in the curriculum of universities for turning out efficient scientists and engineers. More importance was attached to the study of science. Side by side, changes were also introduced in the general education for the all-round development of students.

Technical Education. The economic policies underwent a rapid change in the country since the attainment of independence. Industrialisation was the main factor for this change. Having experienced the need of efficient and trained workers, technical and vocational subjects were included in the curriculum. The estimate of the number of workers needed was based on the Five Year Plans.

Women Education. In the new structure of the Indian society after independence, women were given equal rights with men.

Consequently, as we have remarked in the foregoing pages, for their education many other facilities, besides co-education were provided.

Rural Education. A considerable percentage of Indian population lives in rural areas. These were always looked down upon during the foreign rule. Consequently, they were given their due place in the new social structure, and degree colleges, training centres and institutions of higher education were opened in rural areas also.

Health and Medical Education. According to the Constitution the responsibility of protecting and looking after the health of the citizen is that of the State. This resulted in the opening of new medical colleges and hospitals. There were 30 medical colleges in the country in 1959. Twenty-five more were opened in 1961. In the Third Plan an amount of Rs. 8 crores has been provided for this purpose.

For the all-round development of the country, institutions imparting higher education in the subjects of fine arts and handicrafts besides those teaching vocational, commercial and technical subjects, were also opened. In order to bring Harijans, untouchables, depressed and backward class people on equal status with others, the government made provisions for special financial assistance, scholarships and stipends. The States also made praiseworthy efforts for educating disabled and deaf and dumb persons. In this manner the government is making all possible efforts to achieve the objective of bringing social and economic equality.

Summary

Changes and Social Education. Man is a social being. He cannot survive away from society. The socialisation of human being is impossible in the absence of society. In socialisation the first place is that of the family. Next come the educational institutions. Education is patterned and based on social values and sanctions. It is because of this that a change in society is brought about through a change in the pattern of education.

Economic Changes and Education. Changes in education take place when economic changes occur. Education's progress and deterioration is linked with economic progress and deterioration. The pattern of education in Russia during the Russian Revolution and in England during the Industrial Revolution may be cited as examples in this respect.

Impact of Social and Economic Condition on Education during the British Rule in India. Education during the British rule was in accordance with the then prevailing social and economic condition. Indian social and economic condition was at its worst during the first half of the nineteenth century because of the selfish policies of the British rulers. Consequently, it badly affected the educational system. The originality of Indian education almost vanished. Indians had to adopt the educational pattern introduced by the foreign missionaries. Efforts were made to bring to life the old pattern of education during the second half of the nineteenth and

first half of the twentieth century. Various types of social and political institutions were founded. As a result of their efforts, some of the prevailing evil social practices were abolished. The pace of social and economic progress increased during the first half of the twentieth century with the result that great changes took place in the educational system. Educational institutions started receiving financial assistance from the Government. Technical and vocational education, too, developed as a result of the Second World War. Along with the social development, attention was also paid towards the education of women and untouchables.

Impact of Socio-Economic Conditions on Education after Independence.

The structure of Indian society underwent a revolutionary change after independence. India was declared a secular State. Its impact was felt in the sphere of education and it was changed to suit the social and political requirements of the country. Rural educational institutions were opened. Harijans were allowed freedom and facilities to receive education. Proper arrangements were made for the education of women and disabled persons. Special emphasis was laid on the teaching of industrial, vocational and technical subjects to ensure economic development. Efforts were made to develop science. The Five Year Plans were made on the basis of all the development works.

TECHNOLOGICAL IMPACT ON EDUCATION

It will not be wrong to call the modern age, the age of science and technology. It is the fruit of science and technology that even in our homes we receive news from every corner of the world through radio and television. We have succeeded to a large extent in controlling the nature and thus deriving benefits thereby. The human race after conquering the earth is trying to reach moon and other planets. Keeping in view the present rate of progress it is hoped that in the very near future moon would become a new continent of the universe. In view of the new inventions and their utility for the society, it has become not only desirable but necessary, too, not only to include the subjects of technology in the curriculum but give them their due importance.

Importance of Technological Education

Science and technology have been responsible for the development of various countries. The U.S.S.R. is to-day called one of the most powerful nations of the world. The main reason of her becoming a first rate power is well-organised education of science and technology. Readers should not get confused over the use of words science and technology side by side. They should not consider technology as a subordinate subject of science or a part of science, although it is true that these subjects are inter-linked and inter-dependent. It is not only difficult but impossible to put in practical shape the discoveries and researches of science without the help of technology.

The presence of capital, raw material and minerals are necessary for the progress of a country. But despite their presence in abundance, prosperity of a country is not possible unless it possesses technological resources to turn the raw materials into finished products. This may amply be proved by the example of India. Ancient India was one of the most powerful nations in the world. Because of her wealth, she was known among other nations as the golden bird. The reason for her prosperity was its comparatively advanced technological knowledge and resources as possible then. On the contrary, although minerals and raw materials were available in the country during the period of foreign rule, yet full benefits could not be derived in the absence of technological resources. Cloth was manufactured in foreign

countries out of the cotton produced in India and the Indians had to purchase it. In this way Indians paid the cost of exporting raw material, manufacturing expenses and profits to sellers of the products of their own raw materials in the shape of price. The main reason for bearing this unnecessary burden was that technology had deteriorated in India during the foreign rule. Foreigners' policy of making India their market drained out its wealth continuously for decades. It is because of this uninterrupted outlet of Indian wealth during the alien rule that India became so poor that despite two Five Year Plans, Indian economy continues causing worry. What else can be held responsible except the deterioration in our technology for not being able to stage an economic recovery during the first 17 years of our freedom despite the presence of ample raw materials and minerals? The quantity of raw materials has not decreased. Thus, it is clear that the low standards in the sphere of science and technology are responsible for our dependence on imports. Realising the cause of her downfall, the Government of independent India laid particular stress on the education of science and technology in its Five Year Plans, and judged from the pace of development it might be said that India would recover its lost position in the near future.

In ancient days, India did not lag behind in the sphere of technology. It will, therefore, be necessary to glance through the history of technology in India to understand the reasons that led the country to poverty and from where she is trying to capture once again its lost glory. Below we give this historical background.

Technological Education in Ancient India

We get a picture of our ancient civilisation and culture from our old and recognised religious books, the Vedas. The ancient culture known all over as Vedic culture derives its name from Vedas. It is clear from the descriptions in the Vedas that our ancient culture was on the peak during those days. There were many kinds of commercial federations or guilds in the country. Every federation practised its separate trade. The training of the trade and its technological knowledge descended from the father to the son. This kind of education also descended from the teacher to the pupil. The main technical subjects those days were dyeing, manufacture of cotton and woollen cloths and embroidery. In addition, mention may also be made of manufacturers of horse-driven vehicles, metalwares, leather works and earthen wares. In the sphere of arms-manufacture descriptions of preparing bows and arrows and bow strings also occur.

Thus, technical knowledge continued in this shape for a considerable period. Afterwards on the basis of technical trades, castes came into existence. For example, those who manufactured gold ornaments came to be known as goldsmiths or Swarnakars. Under the patronage of commercial communities technology in India continued to progress till the Rajput period.

Technology During the Muslim Period

Muslim invasion, no doubt, gave a severe blow to India but with the settling down of Muslims in the country no particular change occurred in its economic condition. The main reason was that Muslims did not establish their rule only with the intention of taking away Indian wealth for enriching Arabia like the Britishers who adopted the policy of removing Indian wealth to England. Muslim rulers accepted India as their country and used its wealth for its development and their own comforts. Beautiful specimens of fine arts of the Mughal period bear testimony to this.

During this period, the pattern of technical education almost remained similar to that in the ancient period, but its pace gathered momentum due to state patronage. Mughal emperors needed luxurious goods. As such, fine arts made good progress. The production and trade of cotton cloths were exported from here to Burma, Malaya and Uttamasha sub-continent. Silk production and trade was also in a good condition. The history of that time also tells us that ships were also manufactured. Gun powder, too, was manufactured. Stories of Kalins, Muslin and Kimkhwab produced in those days are even current to-day. Mughal emperors used to lead very luxurious life and things of their daily use, like wine-cups, inkpots, pen holders, etc., bear testimony to the highest type of artistic work of their period. In the sphere of building-construction Tajmahal is still an unparalleled feat of engineering of that time.

Indian Technology During the British Period

Englishmen came to India not to rule only but to carry on trade. The Englishmen for the first time opened their factory at Masulipattam in the year 1611. Later on when they got an opportunity, they gradually occupied India. But even as rulers, Englishmen never accepted India as their home and kept it only as a market for English goods. The Englishmen being in power fully exploited their political and other powers for developing their trades. As a result of this policy, the Indian technology instead of receiving state patronage faced its hostile and destructive attitude. The Britishers first of all destroyed the Indian trade of cotton cloth. They not only imposed tax on domestic hand-

looms, but also enhanced the taxation rate so high that people had to give up this vocation. Indian cotton was exported and in its place cloth manufactured in Manchester was imported. In this way the Englishmen took away the profits on Indian raw materials. Moreover, the Indians had to pay freight from India to England and back on goods prepared from their own products. Side by side, Indian technology almost reached its death-point. The policy of Englishmen did not remain confined to this extent only. They even destroyed also the salt trade of India.

In this way the foreigners destroyed India's ancient technology. Despite continuous efforts being made, the gap has not been filled, although even during the British regime some efforts were made from time to time for its development. To study the progress and efforts made during the British regime it is convenient to divide the period between the year 1800 and 1947 into four parts.

Technology From 1800 to 1902

In England the period between the years 1800 to 1882 is regarded as the period of industrial revolution. England during this period made desperate efforts for her industrial growth. But this home policy of industrial development of England did not prove of any help to India. And how could it be possible? The Britishers somehow or the other wanted to carry the wealth of India to their own country. How could they then stop this avenue of their income?

The Famine Commission of 1877 in its report recommended the rehabilitation of Indian technology. But how could the alien Government become so large-hearted as to accept such recommendations which went against their own interest? However, the missionaries took pity on India's condition and opened some technical institutions. In these schools the training in crafts like carpentry and smithy was given to those students who accepted Christianity as their religion. Although some Indians were benefited by this training which the missionaries imparted for propagating and popularising their religion, yet it remained confined to handicrafts only. It will simply be a misnomer to regard these schools as technical or industrial schools.

By this time, the progressive element in India had established the national organisation named the Congress. The Congress in its third session sent proposals to the Government for opening technical and industrial institutions. Later on the Congress again passed this resolution in its sessions. But the alien Government was not prepared to sacrifice her interests by accepting these

resolutions. It is because of this reason that despite Indian leaders' ceaseless efforts, only 80 technical or industrial schools could be opened in India till the year 1902. But the reality was that only a few of them were worth their names.

Technology From 1902 to 1911

The important step taken by the Government during this period was to allow the inclusion of technical and vocational subjects in the curriculum of High School according to the recommendations of Indian Education Commission of 1882.

Technology From 1921 to 1937

In this short span of 17 years although the progress could not be called satisfactory, yet it was important when compared with that of the past so many years. Because of the efforts of some Congress leaders, the Government agreed to grant scholarships to those few students who pursued technical education. But the amount of scholarship was not sufficient to cover the expenses of these students who had to go overseas for studies. Moreover, the number of scholarships was so small that a large number of students had to go without them. Only 113 scholarships were given by the Government during the period between 1905 and 1917. The Morrison Committee of 1917 appointed for examining the progress of Indian industries in its report recommended that preference in the award of scholarships be given to those students who were receiving training in industries like paper, pencil, mining, pottery, matches, glass, sugar, textile and tanning etc. But the Government did not pay any attention to this recommendation.

Some days later, diarchy was introduced in the Indian administration. Indians on getting this opportunity again raised their voice for technical training. Side by side, the Government was urged to set up schools for imparting higher technical and industrial training in India. This time the Government paid its attention to this demand and a Committee under the chairmanship of Lord Lytton was appointed to report on the Indian educational set-up. On the recommendation of this Committee three institutions, named College of Engineering and Technology, Jadavpur; Government School of Technology, Madras; and Harcourt Butler Technological Institute, Kanpur were opened for imparting technological and engineering and technical education. In addition, there existed 532 such institutions in 1937.

Technology From 1937 to 1947

The period from 1937 to the year of Indian independence may be called the period of India's technological advancement.

Due to the Second World War the demand of technical hands shot up not only in India but in the whole world. During this period scientific inventions occupied a high place. Every nation was busy in exploiting its resources with a view to conquering others. The highlights of this war were the different types of bombs, gases and aircrafts used for destructive purposes. Under these conditions, it became necessary for technologically backward countries like India to arrange for technological training of their people. After the war it became all the more necessary for India to produce men with technological, industrial and technical knowledge for the implementation of her development plans. But whatever progress has been made in the sphere of technological education during these years is insufficient in view of the needs of the country.

IMPORTANCE OF TECHNOLOGICAL EDUCATION IN INDEPENDENT INDIA

When freedom came, the economic condition of India was pitiable. Besides the Britishers policy of exploitation, the Second World War, partition of the country and communal disturbances had hit her hard. But the outlook of the people had changed and the alien Government which was against the development of the country had gone. The responsibility of developing the country rested on people's shoulders. Natural resources needed for the development of a country already existed in India. As such, the problem that faced the country was the exploitation of the natural wealth with the help of science and technology. But, because the country was technologically backward, it was difficult to exploit the natural wealth. It was necessary to improve the techniques of production because the older techniques had by that time become out of date and were not equal to the task. In these circumstances, the backwardness of the country in the sphere of technology was keenly felt and emphasis was laid on the technological education and improvement. In this work whereas India had to face certain difficulties, she had also some advantages too. Before India lay the results of scientific researches made in other countries and also the results of their practical applications. These, when applied with suitable modifications according to the special conditions of the country, promised good results.

Technological Impact on Education In Independent India

India, after independence, took the road of allround development. She made her Five Year Plans. Through them the future development schemes and programmes were made.

Schools and colleges for imparting education in technological, industrial and engineering subjects were opened for raising technologists, engineers and technicians required for implementing various development plans. By the end of the year 1953 arrangements were made for the education of 12,700 students in technology. This figure was only 6,600 in the year 1947. In order to provide higher technological education as many as 149 multi-purpose diploma courses and 89 degree colleges were opened by the year 1958-59. These schools could take in 19,400 students in the diploma course and 11,100 in the degree one. A need for expansion and increase in the number of these institutions is still being felt for the implementation for the future Five Year Plans. It was, therefore, aimed to raise by the end of Second Five Year Plan 25,000 students with diploma course and 13,000 holding degrees.

The only way of development of India is through the successful implementation of its Five Year Plans. As such, sources helping in its implementation have been developed. The Union Government have opened 8 engineering and 28 multi-purpose institutions. In addition, an engineering college had been opened at Delhi. In this the Union Government have made arrangements for imparting education to 4,024 students in diploma courses and 2,035 in degree courses. Besides opening new schools, efforts are also being made for the expansion of existing institutions. As a result of these efforts arrangements were made in 1957-58 for additional 2,096 students in degree and 3,399 in diploma courses. In 1958-59 in order to increase the above number of students still further steps were taken for undertaking expansion in 19 colleges and 41 multi-purpose schools. This resulted in educational facilities for additional 5,400 students at the diploma course level and 2,568 at the degree one.

Besides the efforts of the Union and State Governments for the development of technological education, private institutions and organisations also made valuable contributions. The Government has appreciated their efforts and has given them financial assistance.

Particular attention has been given for the training of teachers of technological and technical schools. The demands of better pay and service facilities of these teachers have also been given a sympathetic consideration. The Planning Commission while giving its opinion had requested the Union Government to provide for the money to be spent on teachers for a period of five years.

The Union Government have a large hand in the financial affairs of these schools. Half of the expenditure of institutions imparting education upto degree courses and the entire expendi-

ture of institutions providing post-degree education and carrying research work is borne by the Union Government. The Union Government also extends financial assistance in the expansion of technological and technical institutions. The Union Government gave for expansion of these institutions Rs. 136.20 lakhs in 1958-59 and Rs. 145.39 lakhs in 1959-60.

Development of Technological Education in the First Five Year Plan

The First Five Year Plan occupies an important place in the development of India because it was the first step towards the reconstruction of the country. Through this Plan, those resources for the prosperity and development of the country were to be found out on whom could be raised the edifice of Ram Rajya of Gandhiji's dream. Hence, it was necessary to lay particular emphasis on the education of the most important factors of reconstruction technology, engineering, technical and vocational education. Consequently, the expansion of these types of institutions was undertaken and many other new schools and institutions were opened. As many as 14 colleges were established and the Indian Institute of Science, Bangalore was fully developed and made more useful. The standard of education of the already existing industrial, engineering and technical institution was raised. For acquiring higher engineering education, the Union Government made provision for scholarships for study abroad. The most significant step of this period was the provision of teaching of agriculture in schools. Its need was keenly felt in a predominantly agricultural country like India. A new scheme for rural uplift was also implemented and arrangements were made for imparting technical, vocational, and technological education to rural public through the opening of training centres in rural areas. The traditional artisans were also extended training facilities at these centres. In this Plan Rs. 23 crores were spent on technological education.

Progress of Technological Education In the Second Plan

An amount of Rs. 48 crores was provided for technological education in the Second Plan and it was estimated that the progress would be twice as much as had been achieved in the First Plan. Some success was also achieved. In this Plan, besides continuing the institutions opened in the First Plan, it was also decided to open new institutions and undertake expansion of the existing ones.

Following are the most important institutions that were further developed during this Plan.

(1) *Indian Institute of Science, Bangalore.* This institution was expanded and extended during the First Plan. But it was not considered enough and arrangements were made for conducting researches in mining and electrical engineering. Arrangements were also made to provide higher education in the Air Force and Navy engineering, besides in power and internal combustion.

(2) *Indian School of Science and Applied Geology.* Technological education is imparted in the subjects of mining and metallurgy at this institution situated in Dhanbad. This institution was expanded in the Second Plan period and more training facilities were provided.

(3) *Multi-purpose Institution, Delhi.* In order to meet the growing demand of technologists and engineers, this polytechnic institute of Delhi was developed. Its technological and technical wings were expanded to provide training to more students.

(4) *Indian Institute of Technology, Kharagpur.* This particular institution provides training of higher order in many subjects. It was further extended in the Second Plan. Consequently, with the provision of graduate and post-graduate training and research this institution has assumed more importance and has also become of more utility.

Besides extension in the above institutions, the standard of technological education was raised in numerous colleges. Technological institutions providing graduate and post-graduate training were also established at Bombay and Kanpur. An institute for printing technology was also established. The number of scholarships and stipends were increased and provision for hostel accommodation was made.

In this manner by continuing the programmes started in the First Plan and for meeting the growing demand of technologists, good efforts were made during the Second Plan for the development of technological education. As a result of these efforts, it was estimated that 5,700 trained graduates and 6,800 diploma holders would be made available every year for taking up various development-works in the country. Although as compared to the First Plan better success was achieved in the Second Plan; yet the number of technologists fell short of the requirements for the Third Plan.

Latest Development in Technological Education

In order to have an idea of the pace of progress in the spheres of technological education, it is necessary to glance through the figures of the years 1949-50 and 1955-56. It would be evident

from the study of this statistics that India made considerable progress in this sphere. In the year 1949-50, there were 81 institutions with an enrolment of 5,900 students. Out of these, 2,480 students passed. In 1955-56 the number of schools rose to 108 with an enrolment of 8,700 and 3,900 out of them passed. Similarly the number of degree colleges in 1949-50 was 53 with an enrolment of 4,120. Out of these, 2,200 passed. The enrolment for 1955-56 was 6,050 and those who passed were 3,700. In 1949-50 there were 8 institutions providing post-graduate and research training to 137 students. Out of them 91 succeeded. In 1955-56 this number was 18,270 and 191, respectively.

Out of the many remarkable features in the development of Indian technology, one is that it is receiving sufficient help from foreign countries also. The institute of Indian technology of Madras has received considerable assistance from Western Germany. Three more institutions of this standard have been opened in the country. In this way in 1959-60 as many as 9 engineering colleges and 40 multi-purpose institutions were set up. Through them training for diploma degree course would be provided to 21,100 and 11,160 students, respectively.

In addition to the above, 38 Science Centres have also been opened. A committee under the chairmanship of Sri Balwant Rai Mehta has been appointed by the Union Ministry of Scientific Research for the development of these Science Centres.

In order to encourage students to study technology, the Union Ministry of Scientific Research has made provision for 'Efficiency and Resources' Scholarships.

The provision of financial assistance made by the Union Ministry for the development and expansion of technological education is really praiseworthy. The centre gave Rs. 1.50 lakhs in loans and Rs. 70 lakhs as grant to various State Governments during 1959.

Summary

Importance of Technological Education. For the development of a country, technology is as essential as capital, raw materials or labour. Rather, its importance is more as compared to other things, because in its absence it is not possible to make good use of available resources. Therefore, it occupies an important place in the development of a nation.

Technological Education in Ancient India. In ancient India technological knowledge descended from the father to the son. Besides, it also came to the pupil from the teacher. Technology in those days enjoyed patronage of industrial federations.

Technology During the Muslim Rule. Arts and technology received state patronage because of the luxurious ways of Mughal Emperors. Technology relating to fine arts particularly prospered during this period.

Technology During the British Regime. By introducing and implementing the policy of exporting raw materials and importing finished products from Britain, the Englishmen hit at the root of Indian technology and industries. Their selfish policies reduced the once prosperous India into a poverty-stricken country,

After repeated Indian representations and on the recommendations of Fanine Commission, the foreign missionaries opened schools that provided technological education to those students who accepted Christianity. Since the schools taught only handicrafts they could not, therefore, be called true technological schools. It was only a beginning.

During the years 1902 and 1921 on the representations of Congress leaders and on the recommendations of Indian Education Commission, technological subjects were included in the High School curriculum.

Valuable contribution was made during the period between 1921 and 1937 by the Government. Morrisson Committee was appointed and provision of scholarships was made for students. After the introduction of diarchy in the administration, schools for technological education were opened in India. As a result of the Second World War the technological education spread sufficiently in the country. It received the support of both the public and the Government.

Technology in Free India. The reconstruction of the country started after the attainment of freedom and the need for technological education was keenly felt. By the year 1953 arrangements were made for imparting technological education to 12,700 students. The First Five Year Plan was drafted for the reconstruction and development of India. Technological education received due importance and recognition in the Plan. Agriculture as a subject was introduced in schools and colleges, and centres were opened in rural areas to impart industrial and technological education to villagers. New institutions for imparting higher technical, industrial, technological and vocational education were started and the existing ones expanded and developed to accommodate more students.

The Programmes started in the First Plan were continued in the Second Plan. New institutions were opened and the existing ones expanded to accommodate more and more students. Hostels and scholarships were provided. Foreign countries co-operated and rendered assistance. Research centres and laboratories were set up. Despite all these efforts, the required number of trained persons could not be turned out to cope with the new development work. Hence provisions have, further, been made in the Third Plan.

SOME EXPERIMENTS IN INDIAN EDUCATION

After having been subjected to long political and social tyranny under the foreign rulers a desire to break the shackles of bondage was born in Indians which brought forth the revolt of 1857. This revolt, unfortunately, did not succeed owing to inexperience and lack of universal support. Although the Britishers succeeded in crushing the Indians physically, yet they could not change the Indian's mental defiance. The revolution was crushed but the sparks continued to emanate and the fire of revolution remained burning in the hearts of Indians. One of the sparks that emanated from this fire was that of educational revolution. The Indian public started hating the Western civilisation within its heart. Men in position made efforts to open such educational centres that followed the education pattern of Vedic and Buddha era and was also in keeping with the pattern followed by the other progressive nations of the world.

It was decided to impart education of nationalism, co operation and social unity, besides various other subjects. It also aimed at creating in the students love for the country, for society, for independence and for human beings and boycott for foreign language, foreign dress, communalism and untouchability. Consequently, some such institutions were founded that did not have any interests in the Government financial help and its educational policy. The important ones among these were the Viswa-Bharati, Vanasthali Vidyapeeth, Gurkul Kangri, Jamia Milia, Aurobindo Ashram, S. N. D. T. University, Vidya Bhavan Udaipur etc. In the beginning although these institutions had people's inner sympathy, did not receive their solid and open support because of the fear of the Government's wrath. But in course of time with the appearance of Mahatma Gandhi on the political horizon of the country and also of a number of political parties, these institutions received encouragement. The courageous among the public also gave their full support and co-operated with them. These institutions continued their struggle for life during the British in the hope of a better future atmosphere and started developing after the country achieved freedom. We will describe them below in short.

1. VISWA BHARTI UNIVERSITY (SHANTINIKETAN)

The English system of education suited for strengthening the British rule in India. It produced a class which adopted the

English dress, language and culture. But all this was disliked by another section of Indians. Rabindranath Tagore was one of them. He disliked the English schools and its educational system. He considered the English system of education contrary to Indian traditions and regarded it as far away from reality. In his opinion the English pattern of education had not the quality of establishing co-ordination and educating the soul, heart and mind of an Indian. No spiritual relation was possible between the teacher and the taught. As such, Tagore cherished in his heart an ideal educational centre where besides proper atmosphere the education could be conducted in accordance with the Indian traditions. Tagore was a poet of nature and had faith in the educational system of ancient Vedic period-the Ashram system and the pattern adopted in the universities of Nalanda and Taxila when Buddhism was at its height. In the background of this ideology he found in his father's Ashram established for God's worship an ideal place for running an educational centre. He was so much influenced by the atmosphere of this place that he converted it into an educational centre as soon as he got an opportunity to do so.

Poet Tagore's father Maharshi Devendranath Tagore was an ardent follower of Brahmo Samaj. He, therefore, established an Ashram at Bolepur, a place nearly 100 miles away from the crowded city of Calcutta. He built here a temple and laid out a garden. Here he spent his time in prayer and worship. This place was so charming and natural in atmosphere that Maharshi Devendranath Tagore found himself in absolute peace whenever he went there. On account of this sentimental reason he named it as Shanti Niketan, *i. e.*, an abode of peace. Rabindranath Tagore saw this Ashram for the first time at the age of eleven years.

When Rabindranath attained youth he had to spend his time at Shanti Niketan for looking after the affairs of his Zamin-dari. He had to visit the neighbouring villagers. In this way he got an opportunity to know the villages, their sorrows and comforts; their education and other affairs. Everywhere he found shortage and poverty. This created in him a desire to work for villager's uplift and welfare. With the consent of his father, he opened in 1901 an independent school. This institution disregarded the control of the Government and the education code. The rules and the pattern of education of this school were based on his own ideas. In the beginning he had only five students and he himself was their teacher. The existence of a school building was of secondary importance to a lover of nature and an independent man like Rabindranath Tagore. He turned

the shades and vineyards into classrooms. Under this system the contact between the teacher and the taught, their dresses and every other thing aimed at acquiring knowledge. Tagore was totally against teaching subjects against the will of the students. He gave complete freedom to his students in pursuing studies according to their taste and aptitude. His sole job was to give proper guidance to the students and create in them a desire for acquiring knowledge.

Gradually the number of students increased and financial problems arose. He met the expenditure on the school from his personal earnings. A major part of royalties from his books and money from awards were spent in meeting the expenses of the institution. In 1922 when the number of students considerably increased, the problem of opening new departments, setting out the programmes and framing of rules arose. At that time he named the institution as Viswa-Bharati Vidyapeeth and laid down its objectives. In order to facilitate teaching, different departments were opened, and each was given the name of a Bhavan (school). Its main departments were Shiksha Bhavan, Kala Bhavan, Vidya Bhavan, Sangeet Bhavan, Shilp Bhavan, China Bhavan and Sri Niketan. Below we are hinting at the nature of each.

Shiksha Bhavan. In this department general education and general knowledge is taught. This is compulsory for students.

Kala Bhavan. It includes constructive work relating to arts and making different kinds of pictures.

Vidya Bhavan. Under this department comes the study of ancient, modern and other languages, literature and philosophy, e. g., the study of Sanskrit, Pali, Hindi, Bengali, Urdu, languages and literature of Vedic, Buddhist and Gupta period; foreign languages like Arabic, Persian etc., and researches relating to them.

Sangeet Bhavan. Under this is taught music, (vocal and instrumental) dance and acting.

Shilp Bhavan. Under this department come constructive works relating to various arts and crafts.

China Bhavan. Under this department the students are taught the Chinese language, its literature and the culture and civilisation of China. Chinese students are taught Indian culture, Sanskrit language and literature.

Sri Niketan. Under this department subjects relating to society are taught, besides traditional Indian industries like agriculture, animal husbandry, village industries and village uplift work. Students are also expected to do research work and encouraged to develop contact with other sections of the society. For these works the Sri Niketan has been divided into two departments. Under the first department come village industries and village organisations with their problems relating to finances, society, public welfare and health etc. The students are acquainted with these problems and taught how to remedy them. The second part is the Department of Cottage Industries. Under this department the students are encouraged to learn and develop cottage industries. They are asked to chalk out programmes for their expansion. They are taught various home industries like utensil making, carpentry, book-binding, spinning, weaving, tailoring, embroidery, tannery etc.

Aims of Education

The aim of education imparted at Viswa-Bharati University is to give a practical shape to those high ideals of Tagore which represent the highest in education of the East and West. Tagore had immense faith in the Buddhist education of India which these days is reflected in the education of eastern countries like China and Japan. Side by side, due to his visit to Europe and America he was also influenced by the independent education system prevailing in those countries. There, instead of burdening the students with conventional education, the boys are encouraged to acquire knowledge and develop the instinct of inquisitiveness and learning. This factor dominated when the educational policy of Viswa-Bharati was being framed. Tagore gave more importance to national and foreign literature, society and philosophy as compared to any other particular subject. The main aims of education in the Viswa-Bharati university are as under:—

- (1) To make Viswa-Bharati a unit of human education where the educational system be patterned as to contain every good aspect of other progressive nations of the world so that it may become capable of removing differences between nations, races, communities and sects and establish international and inter-social harmony.
- (2) To study various mental tendencies with different angles and to make comparative analysis of various ways of realising truth.

- (3) To make efforts in order to establish co-ordination between the culture, civilisation and philosophy of Western countries and those of India.
- (4) Through the exchange of mutual thoughts between Eastern and Western countries to establish in the world one cultural unit and peace.
- (5) To study the basis of culture of all Eastern countries in order to bring a basic unity between them.
- (6) To study thoughts, ideologies and philosophy of different communities, sects and religions in order to make Viswa-Bharati an educational centre of civilisation, culture and traditions.
- (7) To enable Viswa-Bharati to make education available to every one irrespective of caste and religion and to observe strict impartiality in the selection of students, teachers and workers.

Programme

The Viswa-Bharati University has been founded in open natural surroundings. Therefore, the students need hostel accommodation. Very good hostel arrangements have been made for students. Major portion of education having been based on thinking, longer periods are not provided for class-room study, as is done in other schools. Education programmes apply both to the schools and the hostel. Indian traditions are followed in fixing times for breakfast, lunch and rest. The daily routine of the school starts at 4.30 in the morning and finishes at 9 in the night. Community study and teaching takes place between 6-30 a.m. and 10-30 in the morning and 2 p.m. to 4 p.m. in the afternoon. Every one has to get up at 4-30 a.m. and is allowed time upto 6-15 for toilets, cleaning their rooms, exercise, bath and prayers. The time between 10.30 a.m. to 1 p.m. is fixed for taking food and rest. From 1 p.m. to 2 p.m. the boys are allowed personal study. The time between 4 p.m. to 5 p.m. is fixed for toilets, cleaning of rooms and breakfast and from 5 p.m. to 6 p.m. the students are required to attend games and sports and other health-building activities. This programme is very attractive. All students and teachers sit under trees and enjoy lectures which are generally interesting. The time after 6. p.m. is for taking food and rest.

Village Organisation Bhavan

In the programmes of Shri Bhavan is included an exhaustive programme of village industries and organisation. Subjects relat-

ing to village development and village industries, such as, agriculture, animal husbandry, cottage industries and village welfare are included in it. The main aim behind it is to bring students in contact with village life, to understand their problems and extend their co-operation in solving them. The students go to villages, study their problems, discuss them amongst themselves to find out their solutions and then again go to villages to tell the village people about the remedies of their problems and also to give them proper and necessary guidance, besides advice. They also move in villages to observe the effect of their advice and guidance. In this way research work is conducted in this university on village problems. In addition to the above, there are many other work of minor nature relating to village welfare, *e.g.*, village sanitation and hygiene, encouraging villagers to do all their work with their own hands, developing the social and co-operative spirit amongst them, explain them the manner to produce good harvest and vegetables and how to sell them on good prices, to tell them simple and necessary things of animal husbandry, to educate them and to create in them a consciousness. For executing the above programmes training camps are held in villages, where besides these programmes the village people are given training in various village industries, handicrafts, home and cottage industries, training in agricultural methods and animal husbandry, first aid, elementary features of first aid and sanitation, scouting, games and sports, physical exercises and drama, etc.

In Shanti Niketan, under the village development and village organisation scheme come the agriculture and animal husbandry departments where the breeds of cattle are improved. The neighbouring village people are allowed to benefit by this work. The dairy of this department provides pure milk, butter and ghee¹ to Shanti Niketan. Under the agriculture department farming is done on improved and scientific method and guidance in this respect is given to villagers. They are encouraged to adopt modern methods of agriculture. Village youths are also trained.

The Union Government recognised the Viswa Bharati University in the year 1951 and started giving financial assistance. Since then it has become a Union-controlled university.

2. GURUKUL EDUCATION

Gurukul education represents India's ancient educational system and is based on the Ashram system. It was established

1. Boiled butter.

at Kangri, Hardwar, Dehradun, Sasni, Baroda and at some other places by the local branches of Arya Pratinidhi Sabha. The main source of inspiration for this type of education was Swami Dayanand who founded the Arya Samaj in order to free the society and the country from slavery. He founded the Arya Samaj for the rehabilitation of Aryan civilisation and culture. He pointed out the need for the Gurukul education system in order to free the society from the English pattern of education and its inherent defects. Gurukul literally means the family of the teacher. Gurukul education means that type of educational system where the pupil establishes a permanent relation with his teacher, becomes a part of his family and acquires knowledge from him.

Swami Dayanand made a complete analysis of the defects and virtues of the English education. According to him the English system of education went against Indian culture and traditions. In his opinion its biggest defect was that it made Indians followers of Western culture. He considered the study of India's old language and culture a necessity for every Indian so that he may know the glorious past of India's culture and civilisation and also be able to study Vedas that symbolised the country's past glorious achievements. There was no originality in the Sanskrit institutions of his time. The character of teachers did not possess that much of sacrifice and devotion which was necessary and was found in the Gurus of ancient India. These Sanskrit schools only taught Sanskrit. The attraction of services available through the education of English language was so great that the knowledge of Sanskrit language was considered insufficient. The number of students in these Sanskrit schools was very low.

Keeping in view the changed conditions of the country, Swami Dayanand Saraswati expressed the desire of implementing a reformed ancient Gurukul system of education. He desired that a student after attaining a certain age may live in Gurukul till he completed his education. During the period of his residence in Gurukul, the boy was expected to consider Gurukul as his own home and Guru as his father. He was expected to live in Gurukul away from worldly luxuries and lead a simple and hard life observing perfect celibacy. The teachers, too, were expected to watch the education of every individual student, love him, shower affection over him and be impartial towards him. Uniformity was to be observed in the living standard and food of students. More emphasis was to be laid on character and health building. Education was to be imparted in natural surroundings away from the din and bustle of the cities. Separate education was recommended for boys and girls. Character and health building and discipline

were also to be emphasised more than literary education in the case of girls too. There was to be a co-ordination between the ancient and the modern, the Indian and the Western. Swamiji recommended the teaching of astronomy, history, geography and science along with Sanskrit, Hindi and English languages. Study and teaching of Vedas was also to be included in the curriculum. Development of Ayurved and provision of research were also some of the features of the Gurukul Shiksha as recommended by Swami Dayanand.

Gurukul Kangri, Hardwar

This is the biggest Gurukul in India. It consists of more than 2,000 students at present. This institution was established in 1902 by the Arya Pratinidhi Sabha, Punjab and Swami Shradhha Nand, the most notable amongst Swami Dayanand's disciples founded it. In 1924 it was transferred from Hardwar to Kangri, a place nearby. Boys between the ages of six and eight years are admitted in this institution and they go back to their homes after completing 14 years of education. Students may also stay for two years more to acquire the degree of 'Vidya Vachaspati'. Education in this institution follows the lines advocated by Swami Dayanand. The students in Gurukul live like students of ancient Gurukul Ashrams of India. They have to lead a life of simplicity, hard work and celibacy upto the age of 25 years. They have to perform regularly religious rites like Yagna, Sandhya, Prayers, Havan etc. Students are encouraged to become religious minded. There is a very big laboratory for teaching and carrying on research in Ayurveda. The medicines prepared here sell all over the country. Gurukul has many branches. Education upto secondary stage is imparted at Kurukshetra. Girls are educated under the control of Gurukul at Mahila Mahavidyalaya, Dehradun. In Gurukul, examinations are not held at any stage. The students, as a rule, have to learn their lessons and read them out the next day before the teacher. They are promoted on the basis of annual report. More importance is given to health and physical exercises in programmes outside the classroom. These days, the main centres of physical culture on the ancient Indian pattern are mostly in Gurukuls. Education is free. The expenditure is met by the Punjab Arya Pratinidhi Sabha and through Government grants.

Besides, there exists one more Gurukul for men at Vrindaban. It was also founded in 1902 at Sikandrabad and later transferred to Vrindaban. It is managed by the U.P. Arya Pratinidhi Sabha. The programmes and arrangements at this Gurukul are like the one at Kangri.

Two other Gurukuls for girls worthy of mention are Kanya Gurukuls, Sasani (U. P.) and Arya Kanya Mahavidyalaya, Baroda. They also follow the programmes laid for other Gurukuls at Kangri and Vrindaban. In the Gurukuls for girls mostly subjects relating to arts are taught, besides general education. Rules regarding conduct and control are also compulsory for girls as is the case with boys.

3. SRI AUROBINDO ASHRAM (PONDICHERY)

Object

The Ashram was founded at Pondicherry in the year 1910 by the famous Indian spiritualist and saint Shri Aurobindo to practise Yoga and Sadhana. Here a family of eight sadhaks¹ started living. The main aim of Aurobindo's sadhana² was 'complete-Yoga' and 'complete education'. The programme under this aim was to chalk out a line for the achievement of 'world welfare' through the study and deep thinking of ancient Indian philosophy of life and spiritualism; to awaken in the man through 'sadhana' and Yoga truth, enlightenment, power and consciousness, to develop the instinct of devotion to God and deep thinking so that man may conquer his 'self' and his soul may rise to extreme heights and become one with God. The other objective of 'complete education' also aimed at studying the spiritualism and philosophy of life of Indians and non-Indians as existed at various times and stages; striking a balance between them and making the Ashram an international education centre. He had more faith in spiritual education and believed that the development of man's inherent powers was the main aim of education.

Development

In the beginning it developed in the shape of an Ashram. Persons of all ages, caste and religion who were influenced by Aurobindo's philosophy came in this Ashram and started living like one family. In 1920 there came a French lady in this Ashram. She was also influenced by his philosophy. She is now known as 'The Mother'. With her co-operation and efforts, the Ashram expanded considerably. Its name spread far and wide and people from Western countries came and joined the Ashramites. Till 1942, this Ashram remained a centre of spiritualism and Sadhana. New persons came and started living like a family in the open atmosphere of this Ashram. Except in the case of Aurobindo-philosophical

1. An Indian term denoting one who practises certain discipline.

2. Discipline.

programmes they were completely free. They lived in buildings built at distances and observed a prescribed code of conduct. Provisions in the Ashram existed for meeting the needs of Ashramites. In the Ashram people observed the tradition of doing their work with their own hands.

Ashram School

Many members of the Ashram lived with their families. Therefore a primary school was founded in 1943 for the education of children living in the Ashram. In this school besides general education, the children were acquainted with the spiritualism of Aurobindo. In the beginning there were only 32 students in this school. In course of time other children of Pondicherry influenced by the objectives of the Ashram also started joining the school. As a result of an increase in the strength of the students the institution expanded and its education was raised to secondary stage. The number of subjects of study was increased. Besides general education, many Indian and foreign languages like English, French and German were taught. Provisions were also made for the study of various subjects relating to literature, science and art. All the teachers of this school belong to Ashram families. They are not paid any salary. Their family expenses, according to Ashram tradition, are met by the Ashram.

In this institution examinations are not held. Its educational standards are neither recognised by any educational council nor by any university. The students are promoted to higher class on the basis of annual report and conduct. However, the Education Departments of India and France have recognised the highest secondary education of this Ashram as equivalent to their secondary education standard for appearing in some examinations. Due to this those students who want to appear in the equivalent examinations have been provided the facility of studying other subjects prescribed for the examination. Unlike other institutions there exist no hostel facilities in the Ashram, since the children either belong to Ashram families or to those in the neighbourhood. These students go to their homes in the evening. However, if any particular student needs hostel accommodation some arrangements are made for him by the Ashram management.

The arrangements for education are made under the supervision of 'The Mother'. Along with the general knowledge and education of other subjects the students are encouraged to develop their individuality. They are also encouraged to develop collectively and cultivate the tendency of independent living. Nursery education system is provided for small children. The medium of instruction is generally the French language but

side by side provisions have been made to remove the difficulties of children having other languages as their mother tongues. Students are divided into different sections for teaching purposes. The classification of students is done on the basis of standard of knowledge, capacity and aptitude, and the medium of instruction.

Sri Aurobindo International University Centre

After the death of Sri Aurobindo in 1950 the Aurobindo International University was founded with the object of the study of spiritualism, Yoga, mathematics, philosophy and social science, etc. The other objects were to achieve co-ordination between Western and the Oriental education and to develop mutual good relations. This educational centre is the bigger form of Ashram school and is open to people of every religion, race, nationality, sect and caste. People of every religion are free to observe their faith. The education at this Ashram which represents the ideas of Sri Aurobindo is an experiment wherein efforts are made to co-ordinate the ancient and the modern; the Western and the oriental educational systems.

4. JAMIA MILIA ISLAMIA

Jamia Milia Islamia was founded at Aligarh in the year 1920 by prominent Muslim leaders with the object of extending co-operation to national movement and establishing Hindu-Muslim unity. It also aimed to put in practice Mahatma Gandhi's ideas regarding education. Dr. Ansari and Hakim Ajmal Khan were the main figures among these Muslims. It was through their ceaseless efforts that this institution was transferred from Aligarh to Delhi, the centre of political activities. Another object behind the opening of this institution was to provide for Muslims an educational system based on religious background for establishing unity among Muslims. It aimed at developing in them the spirit of nationalism. It also aimed at developing such an education system for Muslims which might raise them above narrow communalism and conservatism and bring them to a condition when they would start considering themselves as a part of the nation; co-operating in the national struggle for independence and welfare of the country; living in harmony with the followers of other religions and contributing in creating an atmosphere of peace and plenty in the country.

In 1928 the management of Jamia Milia Islamia was handed over to its staff. The teachers and other office-holders formed a council named 'Anjumane Talime Mille' for managing education. All the members of this council took a vow to work on

a fixed minimum salary of Rs. 150 for the next 20 years and not to demand any increment in their salaries. In 1938 the name of the council was changed to Jami Milia Islamia council and got registered according to law. Since then, this institution has continued to march on the road of progress. Its programmes in the sphere of Basic and Adult education have proved a success.

Arrangement of education from primary to higher stage of education and training have been made in this institution. Its main schools are as under:—

1. *Residential Primary School.* This Primary School is based on Wardha Scheme of Basic Education wherein efforts are made for the development of a child's creative and artistic faculties, besides developing personal relationship between the teacher and the taught. In this school besides general education, students are required to practise physical labour through handicrafts, mechanical work and gardening. In this school a poultry farm, a sweets-cum-fruit shop, a bank and a book and stationery shop have been provided.
2. *Residential Multi-purpose High School.* The students of this school in addition to general education do advanced type of manual labour, e. g., radio-repair, and other not very complicated machines, tailoring, carpentry etc. For displaying the products of students there is a section named 'Delhi Museum'.
3. *Residential College.* In this institution, the boys are given practical training in social education, public works, agriculture etc. Facilities to students are available for the study of social and arts subjects. The students of social science go to neighbouring villages to do social education works. They develop and establish contacts with village people.
4. *Training Institute for Teachers.* This institute imparts training to teachers in accordance with the principles of Basic education. Provisions exist for the training of lower and higher stage. Successful student-teachers are awarded certificates or diplomas.
5. *Institute of Rural Economics and Sociology.* In this institute studies and research on village society and

village problems are carried out. Successful students are awarded post-graduate degrees.

6. *Institute of Rural Education.* Research work on basic education in rural areas is conducted in this institute. Discussions are held and programmes chalked out for the guidance, direction, control, curriculum, teaching method, books, arts, and crafts etc. of rural basic schools. Evaluation of products made is also undertaken.
7. *Children's Brotherhood.* Under this come the activities of creating suitable atmosphere and provision of facilities for games, sports and other extra-curricular activities of children. These days this institute carries out the programmes of public children welfare schemes.

There is an institute for producing books on history and political science for secondary and higher secondary schools. Maktab Jamia Limited prepares and publishes text books for all standards in Jamia Milia. In addition, the institute of Art Education trains art teachers for all standards and institute of Adult Education prepares programmes, literature and books for adult education centre. In this way, with the collective co-operation of all these institutes, Jamia Milia makes its contribution in the basic, adult and rural education in the country.

5. VIDYA BHAVAN SOCIETY, UDAIPUR

Vidya Bhavan, Udaipur is an independent educational institution in Rajasthan. It is managed by Vidya Bhavan committee. Under this institution arrangements exist for all stages of education from primary to higher. It was established by Dr. Mohan Singh Mehta in the shape of a small institution in 1931. During the last 33 years it has made tremendous progress. These days under its management there exists a junior secondary school comprising of two separate nursery and primary sections and a higher secondary school for secondary and college education. This is the original institution established by Dr. Mehta. In addition, there is a higher basic school on the pattern of Wardha the scheme that makes programmes and undertakes education expansion work in rural areas; there is also an institute for teachers training where teachers for secondary education are trained for B. Ed. and M. Ed. degrees. Arrangements also exist for research and Ph. D. This institution is affiliated to the Rajasthan University. There is also a special social service training course and an institute of handicraft under which teachers are trained in different types of handicrafts.

The main aim of the founder of Vidya Bhavan, Dr. Mehta was to undertake social service, social reform, village development through the medium of special programmes of this institution, and work for public consciousness. For these puposes, he established a small institution which within a span of a few years made tremendous progress and is a big institution now. In order to achieve objects for which the institution was founded experiments and research work are conducted there throughout the year. At present, this institution gets financial assistance from the Union Government and also enjoys its patronage and protection. It is developing day by day. It is a successful experiment in social service and rural development through the media of education. The students and teachers are encouraged to develop proper social outlook. Its contribution in the sphere of expansion of basic education has been commendable.

6. S. N. D. T. WOMEN'S UNIVERSITY, POONA

This institution has been named Srimati Nathibai Damodar Thackersey University after the name of the mother of a prominent Bombay businessman Sri Thackersey who rendered considerable financial assistance to it. Professor Karve was the founder of this institution. The object behind opening this institution in the beginning was to give protection to Hindu widows, to control their natural urges and instincts through education and to afford them opportunity to make proper use of their time. After some-time, on the suggestion and co-operation of the local public, a school for girls was started in the premises of this institution and few years after a secondary school was opened.

This institution was established in the shape of an independent school. The curricula at all the stages of education were based on the ideas and thinking of Professor Karve. This women's institution even in the absence of State recognition went on making progress. Arrangements in this institution were made for women's education upto college standard for primary and secondary teacher's training. Having felt the need of higher education for women, graduate and post-graduate classes were introduced in 1916 and it was declared an independent university. The Government recognised this university in 1951. Girls' schools controlled by this university are to-day spread all over the Maharashtra and Gujarat States and women's colleges affiliated to it have been opened in prominent cities like Bombay, Ahmedabad, Baroda, Poona, etc.

Aims and Programmes of Education

Professor Karve held the view that education should meet the requirements of one's future life. Since the responsibilities

and duties of men and women differed in their social life, the subjects of education and programmes should also differ in their cases. According to him the educational programmes and subjects for a girl's education should help her in becoming a successful wife, efficient housewife and a capable mother. Therefore, while prescribing the curriculum for girls, he gave priority to such subjects which helped in the development of good womanly qualities in them.

This university is the examining, controlling and regulation-making body for its affiliated schools and colleges. It has also been recognised by the Government. Under its rule and regulation-powers is included the making of arrangements for higher secondary education and teacher's training for all standards; prescribing the curriculum and programmes relating to women's education and to give certificates, diplomas and degrees for all kinds of education and training.

S. N. D. T. Women's University is a successful experiment in the sphere of women's education for developing in women their natural qualities. It is expected to grow more and more and become more popular day by day.

7. VANASTHALI VIDYAPEETH, RAJASTHAN

The founder of Vanasthali Vidyapeeth was Sri Hiralal Shastri, a social worker of Rajasthan. He established an Ashram at a place 45 miles away from Jaipur city. This place was surrounded with illiterate and poor villagers. Sri Shastri made his Ashram a centre for social service and carried on from there his activities of social service and social reforms. His daughter died at this Ashram. In order to perpetuate the memory of his beloved daughter he opened a girls' school in the Ashram. As a result of his ceaseless and selfless efforts this school rapidly developed and in 1942 higher classes were introduced in this school which was baptised as Vanasthali Vidyapeeth. Sri Shastri's work was appreciated in all quarters and won recognition in official and non-official circles. After the country attained freedom every possible help was extended to this institution. To-day we find it in well-developed form and its progress continues. Despite curriculum, programmes, standard of education being similar to other institution it is recognised as a successful experiment in the sphere of women's education because of special emphasis laid on students' health, conduct, simplicity, thrift, social and national outlook, irrespective of caste, creed and religion.

Nearly 1000 girls are receiving education in different classes in this Vidyapeeth. Education upto M. A. standard is available

here. Different types of arrangements for education and training exist from the pre-primary to the university standard. The education from intermediate to M. A. is under the control of Rajasthan University. There is also a provision for three years' secondary education as prescribed by the Union Government. Multi-purpose curriculum is included at the secondary stage of education. There is a two years' course of this standard. Provision of child education exists at the pre-primary stage. General education is prescribed from primary classes to class eight.

This Vidyapeeth is exclusively for girls. Despite the curriculum and subjects being of a general nature efforts are made to inculcate in girls an Indian outlook. Efforts are made to develop in them high ideals and co-operative spirit. They are also encouraged to develop courage and enthusiasm and for this training in horse riding and use of arms is also imparted. Education, in this institution has five objectives. Firstly, morality; secondly, development of intellect; thirdly, development of artistic talents; fourthly, development of cultural and social outlook; and lastly, development of healthy body. In addition, they are taught to develop a spirit of nationalism, dignity of labour, co-operation in social and public work, respect for their duties and responsibilities towards the society, love for nation, love for society and taking part in all kinds of social service programmes. All possible freedom needed to a girl is given during her education here. The atmosphere of the school is Ashram like. Special emphasis is laid on the study of arts subjects.

Summary

The English system of education helped in the development of slavish mentality in the people and thus strengthened British rule in the country. Hence, side by side with the national movement the educational movement also grew. Some educationists tried to bring to life the ancient Indian system of education and wanted to introduce a new system by synthesising the ancient with the modern progressive system. They founded educational schools based on new patterns and thus conducted some new experiments in the field of education.

Viswa-Bharati University. Rabindranath Tagore, the founder of Viswa-Bharati, since his childhood hated the English system of education. He considered that the Vedic and the Buddhist system of education of ancient India suited the Indian conditions. So he started a school at his father's Ashram, Shantiniketan in 1901 for boys of the neighbouring villages. In 1921 it was given the form of an independent university and was named Viswa-Bharati.

Viswa-Bharati made rapid progress after the attainment of freedom. To-day, it stands as a well-developed institution. It is divided into several departments, the prominent amongst them are—Shiksha Bhavan, Kala Bhavan, Vidya Bhavan, Sangeet Bhavan, China Bhavan, Shilpa Bhavan, and Shri Bhavan. The main aim of education at Viswa-Sharati is the revival of ancient Ashram system of education of the Vedic and Buddhist periods and effecting its synthesis with the

present independent education systems of east and west. The training and education pattern in this university are almost similar to the ancient Ashram system of education. The setting up of Shri Niketan is a progressive step by Viswa-Bharati in the field of education. Under this arrangements exist for education and training in the subjects of agriculture, animal husbandry, agricultural cottage industries. The students go to the neighbouring villages, carry on experiments and guide the villagers in these industries.

Gurukul Education. Gurukul education aims at the revival of India's ancient Aryan system of education according to the present-day needs. Swami Dayanand Saraswati, the founder of Arya Samaj, propounded its educational theory. He advocated the need of the revival of ancient Aryan culture, civilisation and education system for the achievement of independence and nationalism. Under the Gurukul system of education arrangements for the education of boys and girls exist separately. Gurukuls exist at Kangri, Hardwar and Vrindaban for boys and at Dehradun, Sasani and Baroda for girls. Among these the Kangri Gurukul is the biggest one. In these Gurukuls boys between the age of 6 to 8 years are admitted and are given education upto graduate standard for 14 years. It is compulsory for each boy to live in the Gurukul for the prescribed period and observe celibacy and simplicity and lead a hard life. Special attention is paid on health, morality and character. Hindi is the medium of instruction. Study of Sanskrit is compulsory. English, science, history and geography are also taught. There exist special programmes for the revival and development of Ayurved. In girls' Gurukuls, programmes aiming at the development of good-womanly qualities are included.

Sri Aurobindo Ashram (Pondicherry). Sri Aurobindo Ashram was founded by the famous Yogi Sri Aurobindo at Pondicherry in 1910. People belonging to different faiths, communities, castes, creeds, and sects live in this Ashram with their families and devote themselves in God's realisation and Yoga Sadhana. In 1943 when the number of families in this Ashram increased, a school was opened in its premises for the education of children of families living in the Ashram. The main aim of education of this school is to establish closer relation between the Indian and the Western culture and civilisation and co-ordination between Western and Oriental systems of education. In this Ashram more importance is attached to spiritual education than the study of other subjects. The number of students in this school grew considerably due to great influence of Sri Aurobindo's high ideals. In 1950 after the death of Sri Aurobindo, Sri Aurobindo International University was set up in the Ashram premises. This university is an independent body which aims at achieving east-west unity through the medium of education.

Jamia Milia Islamia. Some prominent Muslim leaders established at Aligarh in 1920 an institute called Jamia Milia Islamia. National movement influenced its opening. Its main aim was to establish Muslim unity and inculcate in Muslims the spirit of nationalism through the medium of education. It was transferred to Delhi in the year 1925. In 1928 its management was handed over to the staff and other workers who established a council named 'Anjuman-e-Talim-e-Milia'. The teachers took a vow to accept a minimum fixed salary of Rs. 150 per month for the next 20 years. Under this there are eleven schools. The prominent among them are a primary school, a multi-purpose high school, a college, a number of teachers' training schools, an adult school, a text book institution, a rural education school and a 'Bachchan ki Biradari'.

Vidya Bhavan, Udaipur. Vidya Bhavan, Udaipur was founded by Dr. Mohan Singh Mehta in 1931 in the shape of a small school to carry on social reform programmes. He received the co-operation of a band of zealous workers and with their help the school made considerable progress within a short period. At present education from primary standard to university standard is imparted in

this institution. There is a higher basic school, an institute for teachers' training and a handicraft training school functioning under the control of Vidya Bhawan. This institution has done praise-worthy work in basic education and home industries. It is an example of successful implementation of the Wardha Scheme.

S. N. D. T. Women's University, Poona. Professor Karve founded this institution towards the close of the nineteenth century with the object of training and educating Hindu widows. In the beginning of the twentieth century a girls' school was opened here. Within a short span of a few years the institution made commendable progress. Consequently, it was made an independent university. To-day it is a registered university having a number of schools and colleges under its administrative control. It has got colleges at Bombay, Baroda and Ahmedabad. The university is the legislative body for all its institutions. Emphasis is laid on the development of womanly qualities among girls.

Vanasthali Vidyapeeth. Sri Hiralal Shastri a social worker founded Vanasthali Vidyapeeth at a place 45 miles away from Jaipur in 1936. It was founded in the shape of a girls' school. It was named Vanasthali Vidyapeeth in 1942. At present more than 1000 girls receive education from primary to university classes. It has been recognised by the Rajasthan University. It is a good institution for women's education in rural areas and a successful experiment in the field of women's education.



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